



DIAGNOSTIC REVIEW REPORT

FOR

BRYAN STATION HIGH SCHOOL

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Lexington, Kentucky
40505

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February 23 - 26, 2014



North Central Association Commission on Accreditation and School Improvement (NCA CASI), Northwest Accreditation Commission (NWAC), and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) are accreditation divisions of AdvancED.

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Introduction to the Diagnostic Review

The Diagnostic Review, a performance driven system, focuses on conditions and processes within a district/school that impact student performance and organizational effectiveness. The power of AdvancED's Diagnostic Review lies in the connections and linkages between and among the standards, student performance, and stakeholder feedback.

The Diagnostic Review is carried out by a team of highly qualified evaluators who examine the institution's adherence and commitment to the research aligned AdvancED Standards and Indicators. The Diagnostic Review Process is designed to energize and equip the leadership and stakeholders of an institution to achieve higher levels of performance and address those areas that may be hindering efforts to reach desired performance levels. The Diagnostic Review is a rigorous process that includes examination of evidence and relevant performance data, interviews with stakeholders, and observations of instruction, learning, and operations.

The Diagnostic Review team used the AdvancED Standards for Quality Schools and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality.

Using the evidence at their disposal, the Diagnostic Review team arrived at a set of findings contained in this report. The report is presented in three sections: Findings, Conclusion, and Addenda.

Part I: Findings

The Findings section presents the Diagnostic Review team's evaluation of the AdvancED Standards and Indicators. It also identifies effective practices and conditions that are contributing to student success, as well as Opportunities for Improvement identified by the team, observations of the Learning Environment, and Improvement Priorities.

Standards and Indicators

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED's Standards for Quality were developed by a committee comprised of effective educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that ensure excellence and continuous improvement. The standards were reviewed by internationally recognized experts in testing and measurement, teacher quality, and education research.

This section contains an evaluation of each of AdvancED's Standards and Indicators, conclusions concerning school effective practices as well as Opportunities for Improvement related to each of the standards, and a description of the evidence examined by the Diagnostic Review team. Indicators are evaluated and rated individually by the team using a four-level performance rubric. The Standard Performance Level is the average of indicator scores for the standard.

Standard 1: Purpose and Direction

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that “in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement” and that “...lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce.”

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning aligned with the institution’s vision that is supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

<i>Standard 1 – Purpose and Direction</i>	Standard Performance Level
The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.	2

Indicator		Source of Evidence	Performance Level
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	<ul style="list-style-type: none"> • School Purpose Statement • Defender Dash newsletter • Administrative Organizational Chart • Communication Plan • Teacher and Student Handbooks • SBDM Agendas, Minutes, and Bylaws • Committee Lists • Stakeholder surveys • Quarterly Reports • CSIP • School Website 	2
1.2	The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	<ul style="list-style-type: none"> • School Purpose Statement • Defender Dash newsletter • Administrative Organizational Chart • Communication Plan • Teacher and Student Handbooks • SBDM Agendas, Minutes, and Bylaws • Committee Lists • Stakeholder surveys • Quarterly Reports • CSIP • School Website 	2
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	<ul style="list-style-type: none"> • Classroom observation plan • Defender Dash newsletter • Scoop newsletter • Communication Plan • Data Profile • Stakeholder Surveys • Quarterly Reports • CSIP • School Website 	2

Indicator	Opportunity for Improvement
1.1	Develop a process for regularly reviewing, revising, and communicating the school's purpose across the school's diverse stakeholder groups.
Rationale	

Stakeholder Survey Data

- 69.35% of students believe the school's "purpose and expectations are clearly explained to me and my family." However, survey results indicate that 48.28% of parents and 48.59% of staff were either neutral or disagreed that "the school's purpose statement is formally reviewed and revised with involvement from parents."

Stakeholder Interviews, Document and Artifact Review

- Stakeholder interviews indicate the school has not developed and implemented an inclusive, comprehensive process for reviewing and revising its purpose and mission. Interviews also show that the development of the school's mission statement involved input from few stakeholders.

Other Pertinent Information

- Review of the school's purpose statement reveals that it is very clearly focused on student achievement.

Indicator	Opportunity for Improvement
1.2	Develop and implement systems through which leadership and staff hold one another accountable to high expectations for professional practice.
Rationale	

Student Performance Data:

- The school has made significant gains in student achievement across subject areas and across subgroups of students. However, very large percentages of students are scoring below the Proficient level on state standardized tests. For example, according to the school's 2012-2013 report card, only 28.3% of students at the school scored Proficient or Distinguished in mathematics. Only 21.7% of African American students, 20.5% of Hispanic students, and 22.5% of students receiving free/reduced price meals scored Proficient or Distinguished in mathematics.

Classroom Observation Data

- Through classroom observations, the team did not find evidence to indicate there is a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. While a commitment to evidence-based instructional practices was clearly evident in some classrooms, in many classrooms there was no evidence of such a commitment.

- The High Expectations Learning Environment was rated at a 2.2 overall on a 4 point scale. The Active Learning Environment was rated 2.3 and the Supportive Learning Environment was rated 2.4. These results suggest that students are routinely tasked with low-level, unengaging lessons that offer little differentiation for individual need. The Well Managed Learning Environment was rated 2.5, indicating that some staff members are failing to hold students accountable for school wide behavior expectations.

Stakeholder Survey Data

- 65.67% of students agree or strongly agree that a high quality education is offered in their school, suggesting that about one-third of students do not perceive that this statement accurately describes the school.
- 58.52% of staff agree or strongly agree that teachers work together to improve student learning, suggesting that a little over half of the staff cannot confirm that teachers work together for this purpose.
- 50.12% of students agree or strongly agree that the school provides learning services according to their needs, suggesting that about half of the students do not agree that individualized learning services are provided. Since the principal professes personalized, engaging learning as a goal for the school, this finding suggests that not all teachers have embraced the culture of high expectations.
- 61.7% of students agree or strongly agree that all of their teachers use a variety of teaching methods and learning activities to help them be successful, suggesting that nearly 40% do not agree that teachers use these methods or activities.
- 75% of staff agree or strongly agree with the statement, "Our school leaders expect staff members to hold all students to high academic standards." Similarly, 64% of staff agree or strongly agree with the statement, "Our school's leaders hold all staff members accountable for student learning." However, only 51% of staff agree or strongly agree with the statement, "Our school's leaders hold themselves accountable for student learning."
- 63% of staff indicated that they agree or strongly agree with the statement, "Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning."

Stakeholder Interviews, Document and Artifact Review

- Interviews with leaders and staff reveal high expectations for professional practice. However, school leadership has not implemented a process through which leaders and staff are held collectively accountable for these expectations.
- A sizeable portion of students indicated in interviews that they were not challenged academically in all of their classes. Groups of students interviewed included students in the general student population as well as students in the Information Technology Academy (IT) and Spanish Immersion programs. Students in the Spanish Immersion and IT programs reported that

their classes were challenging and that their teachers used a variety of instructional strategies.

- Students from the general student population reported that some of their courses are challenging and some of their teachers use varied instructional strategies and even go to great lengths to ensure their success, but that other teachers were not invested in their success and those teachers did little instructionally or outside the classroom to ensure student success. From the student interviews it was evident that many students believed there were different standards for both staff and students in the general student population versus the IT and Spanish Immersion programs.

Indicator	Opportunity for Improvement
1.3	Implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning.
Rationale	

Stakeholder Survey Data

- 83.18% of staff agree or strongly agree that the school has a continuous improvement process based on data, goals, actions, and measures for growth, suggesting that the staff is generally satisfied with existing processes and procedures for continuous improvement.
- Additionally, 67.58% of parents agree or strongly agree that the school has established goals and a plan for improving student learning. However, interviews with stakeholders reveal that this process has been inconsistently implemented.
- Survey data does not suggest that continuous improvement processes are systematically implemented across the school.
 - 66% of staff agree or strongly agree with the statement, "Our school has a systematic process for collecting, analyzing, and using data," suggesting that the one-third of staff cannot confirm that this practice is occurring systematically across the school.
 - 63% of staff agree or strongly agree with the statement, "Our school uses multiple assessment measures to determine student learning and school performance," suggesting nearly 40% of the staff cannot confirm this practice is consistently used.
 - 34% of students agree or strongly agree with the statement, "All of my teachers change their teaching to meet my learning needs," suggesting that school culture and processes do not support modification to instruction or curriculum based on formative data.

Stakeholder Interviews, Document and Artifact Review

- Stakeholder interviews indicate that the school has not implemented a formal, systematic, continuous improvement process for improving student learning and the conditions that support learning.
- Although PLCs meet regularly, interviews and artifact reviews suggest there is no formal system in place to ensure that teacher discussions of student data are routinely used to make immediate modifications in curriculum, assessment, or instruction. The principal has recently assigned members of the administrative team to monitor all PLC meetings and has created a

form for documenting their role in holding PLCs accountable for making meaningful changes in practice. However, interviews with the principal, assistant principals, and teachers confirm that this document is not used with any consistency.

- Observations, interviews and artifacts reveal that the school's leadership has established little to no meaningful mechanisms for holding staff members accountable for implementing school improvement goals.

Standard 2: Governance and Leadership

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of school leadership research, Leithwood & Sun (2012) found that leaders (school and governing boards/authority) can significantly "influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and practices that strengthen school culture and foster collaboration within the organization." With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and must involve their school communities to attain school improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow school leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has leaders who are advocates for the institution's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

<i>Standard 2 – Governance and Leadership</i>	Standard Performance Level
The school operates under governance and leadership that promote and support student performance and school effectiveness.	2.5

Indicator		Source of Evidence	Performance Level
2.1	The governing body establishes policies and support practices that ensure effective administration of the school.	<ul style="list-style-type: none"> • Self-Assessment and Executive Summary • SBDM Council Agendas, Minutes, and Policies • Professional Growth Plan templates • Budget reports • Stakeholder surveys • School Report Cards • Classroom observations • Stakeholder interviews 	2
2.2	The governing body operates responsibly and functions effectively.	<ul style="list-style-type: none"> • Self-Assessment and Executive Summary • SBDM Agendas, Minutes, Policies, and Bylaws • Stakeholder survey data • Stakeholder interviews 	3
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	<ul style="list-style-type: none"> • Self-Assessment and Executive Summary • SBDM Agendas, Minutes, Policies, and Bylaws • Stakeholder survey data • Stakeholder interviews 	3

Indicator		Source of Evidence	Performance Level
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	<ul style="list-style-type: none"> • CSIP and 30-60-90 Plans • Self-Assessment and Executive Summary • SBDM Council Minutes, Agendas, and Policies • Communication plans and artifacts • Professional development documentation • Stakeholder surveys • Stakeholder interviews 	3
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	<ul style="list-style-type: none"> • Self-Assessment and Executive Summary • Stakeholder survey data • SBDM Agendas and Minutes • Stakeholder interviews 	2
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	<ul style="list-style-type: none"> • Self-Assessment and Executive Summary • Stakeholder survey data • Evaluation process forms and templates • Walkthrough and "coachthrough" forms, data, documentation • School Report Cards • Stakeholder interviews 	2

Indicator	Opportunity for Improvement
2.1	Develop and implement a policy to routinely review and revise all SBDM policies to ensure that they are up to date, reflect the key instructional priorities associated with the school's mission and purpose, and require a system for monitoring and evaluating instruction.
Rationale	

Stakeholder Interviews, Document and Artifact Review

- SBDM policies include out-of-date language (reference to writing portfolio) and do not include a formal process for regular review and revision.
- Interviews with SBDM members and a review of SBDM agendas and minutes indicated that only two policies had been formally reviewed or revised over a period of two years. Interviews confirmed that school leaders were aware that a more formalized process for regularly reviewing and updating policies was needed, and expressed a desire to do so in the future.
- SBDM artifacts and interviews with SBDM Council members suggested that the Council receives regular reports about instructional initiatives at the school, but has focused the bulk of its work during the last two years on discussing changes to the bell schedule. Few examples of meaningful decision-making related to instructional improvement efforts by the SBDM Council were evident from artifacts or interviews.

Indicator	Opportunity for Improvement
2.5	Expand the current communication plan to include a broader array of communication methods and invite more meaningful stakeholder feedback and participation in school decision making.
Rationale	

Stakeholder Survey Data

- 57.57 percent of parents agree or strongly agree that, "Our school communicates effectively about the school's goals and activities," suggesting that roughly 40% of parents cannot confirm the existence of effective communication between the school and families.
- 46% of students agree or strongly agree with the statement, "All of my teachers keep my family informed of my academic progress," suggesting that processes and procedures used to communicate with parents may be inadequate.
- 56% of parents agree or strongly agree with the statement, "Our school provides opportunities for stakeholders to be involved in the school," suggesting that such opportunities may not be available and/or communication about these opportunities is ineffective.

Stakeholder Interviews, Document and Artifact Review

- Interviews with stakeholders, including the principal, indicate that little effort has been made to solicit two-way communication from parents. Communication is primarily in electronic formats, which may not serve the needs of families who do not have internet access.
- There was no evidence from interviews or artifact reviews that parents are serving in any leadership roles at the school (other than SBDM Council), or otherwise involved in helping shape decisions, work on improvement initiatives, or provide feedback to school leaders. SBDM policies do not require parent representation on school committees.
- The school rated itself a 2 on this indicator, suggesting school leaders are aware of the need to engage in more meaningful stakeholder involvement efforts.

Indicator	Opportunity for Improvement
2.6	Establish supervision and evaluation practices that hold all staff accountable for their duties and for improving student performance.
Rationale	

Student Performance Data:

- Student achievement data suggests that while meaningful progress in student learning has been made, large percentages of students are still not proficient in math (72%), reading (50%), science (76%), social studies (58%), and writing (52%).

Classroom Observation Data

- Observations reveal substantial variation across classrooms in terms of teachers using rigorous, engaging instructional strategies and having high expectations for student behavior and learning. The High Expectations Learning Environment was rated at a 2.2 overall on a 4 point scale. The Active Learning Environment was rated 2.3 and the Supportive Learning Environment was rated 2.4. These results suggest that students are routinely tasked with low-level, unengaging lessons that offer little differentiation for individual needs. The Well Managed Learning Environment was rated 2.5, indicating that some staff members are failing to hold students accountable for school-wide behavior expectations.

Stakeholder Survey Data

- 52.96% of students agree or strongly agree with the statement, "My school motivates me to learn new things."
- 50.12% of students agree or strongly agree that, "My school provides learning services for me according to my needs."
- 34.9% of students agree or strongly agree that, "All of my teachers change their teaching to meet my learning needs."

- Staff survey data does not indicate that the school has established culture, conditions, or processes that are consistently resulting in improved professional practice.
 - 52% of staff agree or strongly agree with the statement, “Our school’s leaders hold themselves accountable for student learning.”
 - 63% of staff agree or strongly agree with the statement, “Our school’s leaders hold all staff members accountable for student learning.”
 - 64% of staff indicated that they agree/strongly agree with the statement, “Our school’s leaders regularly evaluate staff members on criteria designed to improve teaching and learning.”
 - 48% of staff indicated that they agree/strongly agree with the statement, “Our school’s leaders ensure all staff members use supervisory feedback to improve student learning,” suggesting that over half of the staff cannot confirm the use of this type of feedback.

Stakeholder Interviews, Document and Artifact Review

- Documents and interviews confirm that there is no practice of school leaders making unannounced, informal classroom visits for the purpose of observing teaching and instruction, providing feedback on teacher performance, or otherwise holding teachers accountable for school wide improvement initiatives. Walkthroughs were conducted during the 2012-2013 school year, but were replaced for the 2013-2014 school year with a “coachthrough” protocol. Artifact reviews and interviews suggest that this process was developed by the Educational Recovery staff assigned to the school and is strictly non-evaluative. During coachthroughs, which are pre-planned with an administrative observer or an ER staff member, teachers select an student engagement strategy from a menu of options introduced at a Professional Development workshop during the summer of 2013, and the observer gives feedback on the teacher’s use of that strategy. Most teachers interviewed confirmed that they had experienced the coachthrough process two or three times during this school year. Most teachers also confirmed that, other than coachthrough visits, they never see members of the administrative team in their classrooms.
- Interviews with teachers and administrators confirm that teachers are not held accountable for basic job duties such as participating in tardy sweeps. While teachers are formally assigned to supervisor duties, there is no mechanism for ensuring that teachers are held accountable if they do not show up for supervisory duties.

Standard 3: Teaching and Assessing for Learning

A high-quality and effective system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve to their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of “student motivation, parental involvement” and the “quality of leadership” (Ding & Sherman, 2006). Research also

suggests that quality educators must have a variety of quantifiable and intangible characteristics, which include strong communication skills, knowledge of content, and knowledge of how to teach the content. The school's curriculum and instructional program should develop learners' skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert et al, 2010). The acquisition and refinement of teachers' pedagogical skills occur most effectively through collaboration and professional development. These are a "necessary approach to improving teacher quality" (Colbert et al, 2008). According to Marks, Louis, & Printy (2002), school staff that engage in "active organizational learning also have higher achieving students in contrast to those that do not." Likewise, a study conducted by Horng, Klasik, & Loeb (2010), concluded that leadership in effective schools, "supports teachers by creating collaborative work environments." Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

<i>Standard 3 – Teaching and Assessing for Learning</i>	Standard Performance Level
The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.	1.7

Indicator		Source of Evidence	Performance Level
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	<ul style="list-style-type: none"> • CSIP • Curriculum Documents • Self-Assessment • 2012 Leadership Assessment • Stakeholder surveys • Master schedule • Data wall • Classroom observations • PLC documentation • Curriculum maps and selected lesson plans • Stakeholder interviews • School report cards • Professional development documentation 	1
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	<ul style="list-style-type: none"> • CSIP • Curriculum Documents • Self-Assessment • 2012 Leadership Assessment • Stakeholder surveys • Master schedule • Data wall • Classroom observations • PLC documentation • Curriculum maps and selected lesson plans • Stakeholder interviews • School report cards • Professional development documentation 	2

Indicator		Source of Evidence	Performance Level
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	<ul style="list-style-type: none"> • CSIP • Curriculum Documents • Self-Assessment • 2012 Leadership Assessment • Stakeholder surveys • Master schedule • Data wall • Classroom observations • PLC documentation • Curriculum maps and selected lesson plans • Stakeholder interviews • School report cards • Professional development documentation 	2
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	<ul style="list-style-type: none"> • CSIP • Curriculum Documents • Self-Assessment • 2012 Leadership Assessment • Stakeholder surveys • Master schedule • Data wall • Classroom observations • PLC documentation • Curriculum maps and selected lesson plans • Stakeholder interviews • School report cards • Professional development documentation 	1

Indicator		Source of Evidence	Performance Level
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	<ul style="list-style-type: none"> • CSIP • Curriculum Documents • Self-Assessment • 2012 Leadership Assessment • Stakeholder surveys • Master schedule • Data wall • Classroom observations • PLC documentation • Curriculum maps and selected lesson plans • Stakeholder interviews • School report cards • Professional development documentation 	2
3.6	Teachers implement the school's instructional process in support of student learning.	<ul style="list-style-type: none"> • CSIP • Curriculum Documents • Self-Assessment • 2012 Leadership Assessment • Stakeholder surveys • Master schedule • Data wall • Classroom observations • PLC documentation • Curriculum maps and selected lesson plans • Stakeholder interviews • School report cards • Professional development documentation 	1

Indicator		Source of Evidence	Performance Level
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	<ul style="list-style-type: none"> • CSIP • Curriculum Documents • Self-Assessment • 2012 Leadership Assessment • Stakeholder surveys • Master schedule • Data wall • Classroom observations • PLC documentation • Curriculum maps and selected lesson plans • Stakeholder interviews • School report cards • Professional development documentation 	1
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	<ul style="list-style-type: none"> • CSIP • Curriculum Documents • Self-Assessment • 2012 Leadership Assessment • Stakeholder surveys • Master schedule • Data wall • Classroom observations • PLC documentation • Curriculum maps and selected lesson plans • Stakeholder interviews • School report cards • Professional development documentation 	2

Indicator		Source of Evidence	Performance Level
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	<ul style="list-style-type: none"> • CSIP • Curriculum Documents • Self-Assessment • 2012 Leadership Assessment • Stakeholder surveys • Master schedule • Data wall • Classroom observations • PLC documentation • Curriculum maps and selected lesson plans • Stakeholder interviews • School report cards • Professional development documentation 	2
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	<ul style="list-style-type: none"> • CSIP • Curriculum Documents • Self-Assessment • 2012 Leadership Assessment • Stakeholder surveys • Master schedule • Data wall • Classroom observations • PLC documentation • Curriculum maps and selected lesson plans • Stakeholder interviews • School report cards • Professional development documentation 	2

Indicator		Source of Evidence	Performance Level
3.11	All staff members participate in a continuous program of professional learning.	<ul style="list-style-type: none"> • CSIP • Curriculum Documents • Self-Assessment • 2012 Leadership Assessment • Stakeholder surveys • Master schedule • Data wall • Classroom observations • PLC documentation • Curriculum maps and selected lesson plans • Stakeholder interviews • School report cards • Professional development documentation 	2
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	<ul style="list-style-type: none"> • CSIP • Curriculum Documents • Self-Assessment • 2012 Leadership Assessment • Stakeholder surveys • Master schedule • Data wall • Classroom observations • PLC documentation • Curriculum maps and selected lesson plans • Stakeholder interviews • School report cards • Professional development documentation 	2

Indicator	Opportunity for Improvement
3.2	Develop processes that can be systematically implemented across the school that use data from multiple assessments to monitor and adjust curriculum and instruction to improve student performance.
Rationale	

Classroom Observation Data

- The Progress Monitoring and Feedback Environment received an overall rating of 2.2 on a 4 point scale. The indicator “Understands how her/his work is assessed” received a rating of 2.0, the lowest in this environment, indicating students do not clearly comprehend the process of assessment.

Stakeholder Survey Data

- 68.09 % of students agree or strongly agree with the statement, “My school gives me multiple assessments to check my understanding of what was taught,” suggesting that the use of formative assessment is not systematic across the school.
- Student and staff survey data does not suggest that the school has established culture, processes, or conditions that support the monitoring and adjusting of curriculum and instruction in response to data from multiple sources at the classroom level.
- 48% of staff agree or strongly agree with the statement, “All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.”
- 35% of students agree or strongly agree with the statement, “All of my teachers change their teaching to meet my learning needs,” suggesting that nearly two-thirds of students cannot confirm the existence of this practice.

Stakeholder Interviews, Document and Artifact Review

- Students indicated that they rarely received direct feedback on their learning or performance.
- There was no evidence from interviews or artifacts that the school has a policy regarding the use of formative assessments, or for routinely reviewing interim or formative assessment data to make instructional adjustments.
- The school’s Self-Assessment rated this indicator a 2, suggesting that school leaders are aware that it is an opportunity for improvement.

Indicator	Opportunity for Improvement
3.3	Develop practices and procedures that will ensure teachers use instructional strategies that more effectively engage students in their learning resulting in achievement of learning expectations, i.e., student collaboration, self-reflection, development of critical thinking skills, personalization, differentiation, etc.
Rationale	

Student Performance Data:

- Performance data does not suggest that students are highly engaged in learning activities that ensure achievement of learning expectations. The table below shows the school's Novice, Apprentice, Proficient, and Distinguished (NAPD) calculations as compared to district and state averages. The school's performance is below that of the district and state in all areas.

	School	District	State
Reading	54.8	69.1	61.0
Mathematics	49.1	63.4	55.6
Science	50.1	64.6	58.1
Social Studies	50.7	64.9	59.8
Writing	68.5	71.1	68.9
Language Mechanics	58.7	74.4	69.0

Classroom Observation Data

- The Equitable Learning Environment received an overall rating of 2.1 on a 4 point scale. One of the lowest-rated indicators for this environment was "Has differentiated learning opportunities and activities that meet her/his needs," rated at 1.7, indicating the learning environment is very seldom meeting individual needs.
- The High Expectations Environment received an overall rating of 2.2 on a 4 point scale. The lowest rating of 1.8 for this environment was "Is provided exemplars of high quality work," indicating that students are rarely provided exemplars. The rating for "Is asked and responds to questions that require higher order thinking" was rated at 2.0, indicating students are very seldom questioned at a level requiring application, evaluation, or synthesis. The indicator "Is engaged in rigorous coursework, discussions, and/or tasks" was found to be evident/very evident in only 38% of classroom environments.
- While the Active Learning Environment received a rating of 2.3 on a 4 point scale, instances in which students were actively engaged in learning activities were evident/very evident in only 54% of classrooms.

Stakeholder Survey Data

- 52.96% of students agree or strongly agree with the statement, "My school motivates me to learn new things," indicating that nearly half of students are ambivalent or disagree that they regularly integrate and apply new knowledge.
- 34.52% of students agree or strongly agree with the statement, "All of my teachers change their teaching to meet my learning needs," suggesting that only about one-third of students feel teachers modify instruction to meet their specific learning needs.
- 57.38% of parents agree or strongly agree with the statement, "All of my child's teachers use a variety of teaching strategies and learning activities," showing that nearly half of parents are ambivalent or do not believe teachers are utilizing a variety of teaching strategies to meet

student needs.

- 41.81% of parents agree or strongly agree with the statement, “All of my child’s teachers meet his/her learning needs by individualizing instruction,” suggesting that less than half of parents believe teachers are personalizing teaching strategies and learning activities to meet the needs of their child.
- 54.1% of parents agree or strongly agree with the statement, “My child sees a relationship between what is being taught and his/her everyday life,” indicating that nearly half of parents are ambivalent or do not believe that teachers create opportunities for students to apply and integrate information they have learned.

Stakeholder Interviews, Document and Artifact Review

- Artifacts include a formal Bryan Station High School data analysis form, some data analysis, and a common assessment form. However, there was no evidence of how these forms were used to impact instruction in order to meet the needs of the students.
- There is no documentation or evidence that teachers have had formal training in PLC work.
- All teachers participated in a KAGAN professional development training at the beginning of the year, but a process for monitoring effects within the classroom was not clear.
- Artifacts included data day reports from each department, but no analysis was submitted to administration nor was there any indication of changes in instruction as a result of data analysis.
- Artifacts include common formative assessments, but there was no evidence of implementation across content areas.

Indicator	Opportunity for Improvement
3.5	Develop policies and procedures that will ensure all teachers participate in collaborative learning communities, or PLC’s, that are focused on improvement of instruction, professional practice, and student learning. Ensure that the PLC’s employ proven practices and protocols for examination of student work, reflection, peer coaching, etc., and that their work is well documented.
Rationale	

Student Performance Data:

- Performance data does not suggest that the school has established highly effective professional learning communities that use ongoing analysis of data and professional practice to modify or adapt curriculum, instruction, and assessment resulting in improved student performance. The table below shows the school’s Novice, Apprentice, Proficient, and Distinguished (NAPD) calculations as compared to district and state averages. The school’s performance is below that of the district and state in all areas.

	School	District	State
Reading	54.8	69.1	61.0
Mathematics	49.1	63.4	55.6
Science	50.1	64.6	58.1
Social Studies	50.7	64.9	59.8
Writing	68.5	71.1	68.9
Language Mechanics	58.7	74.4	69.0

Stakeholder Survey Data

- Only 42.63% of parents agree or strongly agree with the statement, “All of my child’s teachers work as a team to help my child learn,” indicating that less than half of parents feel all school staff operate as a team to help their child learn.
- Staff survey data suggests that most teachers are engaged in professional learning communities, but may lack the necessary knowledge and skills to carry out the PLC processes leading to improved instructional practice and student performance.
 - 67% of staff agree or strongly agree with the statement, “All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.”
 - 52.94% of staff agree or strongly agree with the statement, “All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching),” indicating that although professional learning communities are in place, a formal process has not been established to promote discussion about student learning.

Stakeholder Interviews, Document and Artifact Review

- The review of PLC meeting agendas and minutes did indicate that some members of school staff in some content areas meet collaboratively to discuss student achievement data. There was no uniformity in the documentation, which suggests that there has been no common training in the use of PLC processes or protocols. This training would strengthen the PLC process throughout the school.
- Interviews revealed evidence that some PLCs are relatively high-functioning. In particular, both science and social studies teachers shared that analysis of student achievement data and its instructional implications are a focus for their PLC meetings. Standardization of similar data collection methods and processes would strengthen the PLC process throughout the school.

Indicator	Opportunity for Improvement
3.8	Establish new programs that provide multiple approaches and opportunities for families to be meaningfully engaged in their child’s education.
Rationale	

Stakeholder Survey Data

- 36% of staff agree or strongly agree with the statement, “In our school, all personnel regularly engage families in their children’s learning progress,” suggesting that the majority of staff cannot confirm the existence of this type of engagement.
- 46% of staff agree or strongly agree with the statement, “Our school’s leaders engage effectively with all stakeholders about the school’s purpose and direction,” suggesting more than half the staff cannot confirm the existence of this engagement with stakeholders.
- 57% of parents agree or strongly agree with the statement, “Our school provides opportunities for stakeholders to be involved in the school,” suggesting that nearly 40% of respondents cannot confirm that these opportunities exist.
- 50% of Bryan Station staff indicated on the TELL survey that parents support what is going on in the building.

Stakeholder Interviews, Document and Artifact Review

- In the Executive Summary, the school reported that transportation is a barrier that prevents parents from attending events at school. There was evidence provided that there are volunteer opportunities at Bryan Station High School, but there was no documentation of the actual volunteer rate. There was documentation of one Title I Parent Night on Career Awareness to help parents learn how to help their child make informed choices about their high school career. There was no documentation provided regarding how families are informed of their children’s learning progress.
- There was evidence that newsletters are provided in both English and Spanish and that there are various communications that are sent home to families. At least one teacher provides messaging via text and one teacher’s Parent Visit Log was provided.

Indicator	Opportunity for Improvement
3.9	Design and implement a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student’s educational experience. Ensure that the program allows for long-term interaction that will foster the building of strong relationships over time between individual students and their adult advocates.
Rationale	

Stakeholder Survey Data

- 46.08% of staff agree or strongly agree with the statement, “In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student’s educational experience,” suggesting that less than one half of staff feel each student has an adult who supports their educational experience.
- 48.7% of students agree or strongly agree with the statement, “My school makes sure there is at least one adult who knows me well and shows interest in my education and future,” suggesting

that less than half of students feel school personnel participate in a structure that gives them interaction with individual students.

- However, 67.21% of parents agree or strongly agree with the statement, “My child has at least one adult advocate in the school,” indicating that nearly one-third of parents are undecided or disagree that their child is connected to at least one adult.

Stakeholder Interviews, Document and Artifact Review

- In interviews, students reported that there are caring adults that they can turn to for help, and staff indicated that they cared for their students. While day-to-day school and classroom interaction might allow students and staff to build relationships so that students’ needs are met, the review team could find no evidence of a formal structure through which students have adult advocates who support their educational experience.
- Artifacts provided included criteria, documents, and templates for Data Notebooks, Student Contracts, Career Pathways, and Navigo. There was no context of support presented for these artifacts nor any corresponding policies or procedures for implementing them.
- Navigo provides self-assessments and reflection questions for students related to Career Cruising, but there was no evidence of how students use this information or how it supports their learning experience. The school could strengthen this process by purposefully coordinating the existing supports into a systemic structure that tracks student needs regarding learning skills, thinking skills, and life skills.

Other Pertinent Information

- The review team did not hear any description of Navigo from any staff or student interactions, yet there were multiple Navigo items provided for review.
- The school listed Athletic Programs as evidence in their School Diagnostic but there was no evidence of how programs support students’ learning needs.

Indicator	Opportunity for Improvement
3.10	Design and implement a common grading and reporting structure that is administered in all classes including policies, processes, and procedures that are based on clearly defined criteria and that represent the attainment of content knowledge and skills for all students.
Rationale	

Classroom Observation Data

- The Progress Monitoring environment received a score of 2.2 on a 4 point scale. The indicator “Understands how her/his work is assessed” received a rating of 2.0, the lowest in this environment, indicating that many students do not understand how their work is evaluated.

Stakeholder Survey Data

- 48% of staff agree or strongly agree with the statement, “All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.”
- 46.81% of students agree or strongly agree with the statement, “All of my teachers keep my family informed of my academic progress,” indicating that less than half of the students believe families are informed of their academic progress.
- 57.45% of students agree or strongly agree with the statement, “All of my teacher fairly grade and evaluate my work.”
- 43.45% of parents agree or strongly agree with the statement, “All of my child’s teachers keep me informed regularly of how my child is being graded,” suggesting that less than half of the parents are regularly informed of their child’s progress.
- 59.83% of parents agree or strongly agree with the statement, “All of my child’s teachers report on my child’s progress in easy to understand language.”

Stakeholder Interviews, Document and Artifact Review

- Syllabi for five English classes and one math class outlining criteria that represent attainment of knowledge and skills were provided as documentation for Indicator 3.10. However, these six examples are not a large enough sample for the review team to conclude that this practice is systematic across the school. There was no evidence that all teachers were required to provide syllabi for all classes following a common format.
- While there was no documentation for grading and reporting criteria other than a grading scale, the review team did learn from interviews that some teachers have a practice of regularly recording student achievement data on Sharepoint and using this data during PLC meetings to determine instructional adjustments and refinement. However, there was little evidence that this practice is universally expected or has been formalized as school wide procedure.
- Professional Development documentation indicates that teachers had the opportunity to attend a training session on standards-based assessment, including clarification of different types and uses of formative assessments. However, observations and interviews revealed little evidence that meaningful formative assessment in a standards-based framework is taking place. Some course syllabi indicated formative assessments would count as 30% of a grade, suggesting a misunderstanding of the concept of formative assessment as an ungraded, non-evaluative check of student progress toward learning targets.

Indicator	Opportunity for Improvement
3.11	Design a professional development program which is based on comprehensive assessment of professional needs and which offers training and ongoing coaching related to each teacher's professional growth plans and is evaluated annually based upon improvement of instruction and student learning.
Rationale	

Classroom Observation Data

- The Digital Learning Environment was rated 1.5 on a 4 point scale. The indicator “Uses digital tools/technology to communicate and work collaboratively for learning” was rated 1.3, the lowest score of this environment. This rating suggests a need for increased professional development in this area.
- The High Expectations Learning Environment was ranked at 2.2 on a 4 point scale. The indicator “Is engaged in rigorous coursework, discussions, and/or tasks” was rated 2.3 and the indicator “Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)” was rated 2.0. These ratings suggest that teacher professional development in these areas is warranted.

Stakeholder Survey Data

- 55.88% of staff agree or strongly agree with the statement, “All staff members use student data to address the unique learning needs of all students,” suggesting that nearly half are uncertain or disagree. Additional professional development in this area may be warranted.
- Data from the TELL survey shows:
 - 56% of the staff agreed that teachers have sufficient training to use instructional technology.
 - 43% of the staff felt that follow-up to professional development is provided.
 - 37% of the staff indicated that professional development is evaluated.

Stakeholder Interviews, Document and Artifact Review

- The review of documents included agendas and PowerPoints from many professional learning events. The spreadsheet of Professional Development Hours indicated a range of 45 to zero hours of PD for staff members. The types of PD varied widely. Some PD was common to many staff members and some was provided to only one staff member. There was no documentation provided that these PD opportunities were purposely aligned with the school's purpose and direction, based on the needs of the school or staff members, or chosen to build a particular capacity.
- Given the many different types of PD opportunities provided, there was no evidence that any of the professional learning is evaluated for effectiveness in improving instruction, student

learning, or the conditions that support learning.

- Additionally, in his interview, the principal stated that currently professional learning is chosen by the administrative team and not based on any formal staff or student achievement needs assessment. This finding was confirmed by staff interviews.

Indicator	Opportunity for Improvement
3.12	Utilize data to identify the unique learning needs of all students and provide coordinated individualized learning supports for all students.
Rationale	

Student Performance Data:

- Student performance data suggests that the school is not successful in meeting the unique learning needs of all students, particularly LEP students and students with disabilities:
 - According to the school report card, only 12.5% of LEP students were Proficient or Distinguished on the state reading assessment. 15.2% of students with disabilities with an IEP scored Proficient or Distinguished in 2013 compared to 50% of all students.
 - According to the school report card, 10% of LEP students were Proficient or Distinguished on the state math assessment. No students with disabilities with an IEP scored Proficient or Distinguished in 2013 compared to 28.3% of all students.
- The school's growth score declined from 57.0 in 2011-2012 to 56.2 in 2012-2013, placing Bryan Station below both district and state performance and suggesting that students are lagging behind their peers.

Classroom Observation Data

- Students are seldom provided individualized learning support services related to learning styles, multiple intelligences, or personality type indicators.
- Delivery in co-taught classrooms consists mostly of one teacher instructing and the other observing. Teachers report common planning between regular and special education teachers, but during observations teachers did not demonstrate varied models of co-teaching matched to the content and instructional outcome of the lesson.
- The Supportive Learning Environment received a rating 2.4 on a 4 point scale. The indicator "Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs" received a rating of 1.9, the lowest in this environment. This rating indicates that there is little to no individualized instruction based on assessment of students learning needs.
- The Equitable Learning Environment received a rating of 2.1 on a 4 point scale. The indicator "Has differentiated learning opportunities and activities that meet her/his needs" received a rating of 1.7, the second-lowest rating in this environment.

Stakeholder Survey Data

- 68.62% of staff agree or strongly agree that learning support services are provided for all students based on their needs.
- 55.88% of staff agree or strongly agree that all staff members use student data to address the unique learning needs of all students.
- 74.19% of students agree or strongly agree that programs and services are available to help them succeed.
- 70.50% of students agree or strongly agree that they have access to counseling, career planning, and other programs to help them in school.
- 41.81% of parents agree or strongly agree that all teachers meet their children's learning needs by individualizing instruction.
- 68.03% of parents agree or strongly agree that their children have access to support services based on identified needs.
- 53.85% of parents agree or strongly agree that administrators and teachers monitor and inform them of their children's learning progress.

Stakeholder Interviews, Document and Artifact Review

- The review of documents indicated the existence of an Rtl initiative. There are regular meetings scheduled to review placement of students in Tier II and III interventions. Intervention classes provide additional literacy and math courses for students with low scores on the EXPLORE, PLAN, and ACT. COPE (Collaborative Opportunities through Positive Experiences) is a support program for students with behavioral needs who are behind in credits. The STEAM (Science, Technology, Engineering, Arts, and Math) program provides both native and non-native Spanish speakers enhanced Spanish language learning environments as well as support for increasing student achievement and opportunities. The many different types of Career Pathways offered provide opportunities for specialized learning to students who could benefit from those approaches. However, stakeholder interviews, observations, and artifact reviews suggest that few Tier I (classroom-level) interventions are taking place.

Other Pertinent Information

- While there are learning support services provided by the school that can meet the unique learning needs of students, the review team could not find data to determine placement criteria in any programs other than Intervention Classes. Additionally, there is no evidence of training and professional learning related to research on unique characteristics of learning as claimed in the school's Self-Assessment.

Standard 4: Resources and Support Systems

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, 2003) “demonstrated a strong relationship between resources and student success...both the level of resources and their explicit allocation seem to affect educational outcomes.”

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The institution employs and allocates staffs who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff to improve their effectiveness. The institution ensures compliance with applicable governmental regulations.

<i>Standard 4 – Resources and Support Systems</i>	Standard Performance Level
The school has resources and provides services that support its purpose and direction to ensure success for all students.	2.7

Indicator		Source of Evidence	Performance Level
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school’s purpose, direction, and the educational program.	<ul style="list-style-type: none"> • Self-Assessment and Executive Summary • CSIP • Budget and Policies • HQ Verification Report • Staffing Allocation • Stakeholder Surveys • Stakeholder Interviews 	3

Indicator		Source of Evidence	Performance Level
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	<ul style="list-style-type: none"> • Self-Assessment and Executive Summary • CSIP • Stakeholder Surveys • Master Schedule • Budget Reports • School Report Card • Stakeholder interviews 	3
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	<ul style="list-style-type: none"> • Self-Assessment and Executive Summary • CSIP • Stakeholder Surveys • Inspection Reports • Supervision Schedule • PBIS documentation • Student and staff handbooks • Stakeholder interviews 	3
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	<ul style="list-style-type: none"> • CSIP • Stakeholder surveys • Internet Safety and Acceptable Use plan, activities, and documentation • Library Media Center documentation and artifacts • Stakeholder interviews 	3
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	<ul style="list-style-type: none"> • Self-Assessment and Executive Summary • Library Media Center artifacts • Stakeholder surveys • Stakeholder interviews • District Technology Plan 	2

Indicator		Source of Evidence	Performance Level
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	<ul style="list-style-type: none"> Self-Assessment and Executive Summary CSIP Stakeholder Surveys Stakeholder Interviews Counseling Department and FRYSC artifacts 	3
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	<ul style="list-style-type: none"> Self-Assessment and Executive Summary Stakeholder Surveys Counseling Department artifacts Stakeholder surveys 	2

Indicator	Opportunity for Improvement
4.5	Ensure the technology infrastructure meets the needs of all stakeholders by developing and administering needs assessments. Use the resulting data to develop and implement a technology and professional development plan that supports student learning.
Rationale	

Classroom Observation Data

- While the team observed some effective use of technology, in general there was very little use of digital tools or technology in the majority of the classes observed. The Digital Learning Environment received an overall rating of 1.5 on a 4 point scale, which was the lowest rated of the seven environments.
- Instances in which students were using digital tools or technology to gather, evaluate, and/or use information for learning were evident/very evident in only 20% of classrooms.
- Instances in which students were using digital tools or technology to conduct research, solve problems, and/or create original works for learning were evident/very evident in only 12% of classrooms.
- Instances in which students were using digital tools or technology to communicate and work collaboratively for learning were evident/very evident in only 8% of classrooms.

Stakeholder Survey Data

- 50.52% of staff agree or strongly agree with the statement, "Our school provides a plan for the acquisition and support of technology to support student learning," suggesting that half of the

staff could not confirm the existence of a technology plan in the school.

- 66.9% of students agree or strongly agree with the statement, “In my school computers are up-to-date and used by teachers to help me learn,” suggesting that about one-third of students cannot confirm the existence of this learning condition in the school.

Stakeholder Interviews, Document and Artifact Review

- In staff interviews, information was shared that indicated teachers have limited access to technology that supports student learning and that they lack training in this area.
- Artifacts reveal that there is a SBDM policy on technology, but no technology plan to acquire and support the use of technology for student learning.
- In student interviews, information was shared that indicates there is an inconsistent use of technology that supports learning throughout the school.

Other Pertinent Information

- The school rated itself as a 2 for this indicator on the Self-Assessment, which aligns with the team’s findings.

Indicator	Opportunity for Improvement
4.7	Implement a clearly defined, systematic process to determine counseling, assessment, referral, educational, and career planning needs. In addition, define valid and reliable measures of program effectiveness which can be used to regularly evaluate all support services including counseling.
Rationale	

Stakeholder Survey Data

- 67.01% of staff agree or strongly agree with the statement, “Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).”
- 53.85% of parents agree or strongly agree with the statement, “Our school provides excellent support services (e.g., counseling and/or career planning).”
- 70.5% of students agree or strongly agree with the statement, “In my school, I have access to counseling, career planning, and other programs to help me in school.”

Stakeholder Interviews, Document and Artifact Review

- In student and staff interviews, information shared indicated that many students do not know how to access support services or advocate for themselves.
- Staff interviews and documentation suggest that there are no valid and reliable measures of program effectiveness to evaluate counseling, assessment, referral, educational, and career planning needs of all students.
- In student interviews, information was shared that indicated students have limited access to their counselors.

Other Pertinent Information

- The school rated itself as a 2 on the Self-Assessment for this indicator, which aligns with the team's findings.

Standard 5: Using Results for Continuous Improvement

Systems with strong improvement processes are moving beyond anxiety about the current reality and focusing on priorities and initiatives for the future. Using results, that is, data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, & Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky et al., 2005). The study also identified six key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making; (2) establishing a culture of data use and continuous improvement; (3) investing in an information management system; (4) selecting the right data; (5) building school capacity for data-driven decision making; and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

Standard 5 – Using Results for Continuous Improvement	Standard Performance Level
The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.	2.4

Indicator		Source of Evidence	Performance Level
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	<ul style="list-style-type: none"> • Self-Assessment • School Report Cards • Survey data • Stakeholder interviews • CSIP and 30-60-90 Plan • Assessment artifacts • Data room artifacts 	3
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	<ul style="list-style-type: none"> • Stakeholder survey data • School Report Cards • Accountability summary • CSIP • PLC documentation • SBDM Minutes 	3
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> • Self-Assessment • Survey data • Professional development artifacts • Stakeholder interviews 	2
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	<ul style="list-style-type: none"> • School Report Card • CSIP and 30-60-90 Plan • Stakeholder interviews • School website 	2

Indicator		Source of Evidence	Performance Level
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	<ul style="list-style-type: none"> Self-Assessment Survey data Stakeholder interviews Principal presentation 	2

Indicator	Opportunity for Improvement
5.3	Provide rigorous professional development for all staff that includes the evaluation, interpretation and use of data.
Rationale	

Student Performance Data:

- Student achievement data suggests that while meaningful progress in student learning has been made, large percentages of students are still not proficient in math (72%), reading (50%), science (76%), social studies (58%), and writing (52%).

Stakeholder Survey Data

- 57.9% of staff agree or strongly agree that the school ensures all staff members are trained in the evaluation, interpretation, and use of data.

Stakeholder Interviews, Document and Artifact Review

- Although included in the professional development plan, there is no evidence/documentation of training for staff specific to the evaluation, interpretation, and use of data. Stakeholders report that they are required to assemble and use a variety of data without any specific training in how to do so.

Other Pertinent Information

- The school rated itself as a 2 for this indicator on the Self-Assessment, which aligns with the team's findings.

Indicator	Opportunity for Improvement
5.4	Develop and implement policies and procedures that define and describe a process for consistently analyzing student learning data. Use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.
Rationale	

Student Performance Data:

- Student achievement data suggests that while meaningful progress in student learning has been made, large percentages of students are still not proficient in math (72%), reading (50%), science (76%), social studies (58%), and writing (52%).

Stakeholder Interviews, Document and Artifact Review

- There is no policy or written procedure that describes a process for analyzing data that determines verifiable improvement in student learning, including readiness for and success at the next level.
- Teacher interviews indicated that data is collected departmentally and stored on SharePoint for use by teachers during PLC meetings, but this practice is not discussed in the school executive summary, nor indicated as a widespread practice among all teachers.
- A review of SharePoint suggests that data is stored departmentally in core (social studies, science, etc.) areas, but is not entered/stored or reported to stakeholders on a consistent basis.
- The data wall located in room 242 measures student benchmark data, but no interviews or artifact reviews reflect that this data is available for teacher use on a consistent basis.

Other Pertinent Information

- While the 30-60-90 day plan indicates that Data Analysis Sessions have occurred by department to disaggregate End-of-Course, EPAS, and Program Review data, there is no defined process by which this process was completed.
- The school rated itself as a 2 for this indicator on the Self-Assessment, which aligns with the team's findings.

Indicator	Opportunity for Improvement
5.5	Facilitate leadership monitoring and communication of comprehensive information pertaining to student learning as well as conditions that support student learning, and achievement of school improvement goals to stakeholders.
Rationale	

Student Performance Data:

- Student achievement data suggests that while meaningful progress in student learning has been made, large percentages of students are still not proficient in math (72%), reading (50%), science (76%), social studies (58%), and writing (52%).

Stakeholder Survey Data

- 47.1% of students agree or strongly agree that “My school shares information about school success with my family and community members.”
- 53.85% of parents agree or strongly agree that administrators and teachers monitor and inform them of their child’s learning progress.

Other Pertinent Information

- The school rated itself as a 2 for this indicator on the Self-Assessment, which aligns with the team’s findings.

Part II: Conclusion

Summary of Diagnostic Review Team Activities

The Bryan Station Diagnostic Review team was composed of 10 educators representing the perspectives of school and system practitioners, classroom teachers, and college/university educators. On the first day of the review, the principal made a formal presentation about the school focusing on recent improvements, 2012 Leadership Assessment deficiencies, and future plans. Representatives from Bryan Station High School completed the Self-Assessment, Executive Summary, Student Performance Diagnostic, Stakeholder Feedback Diagnostic, KDE Needs Assessment, and Missing Piece Diagnostic. In addition, the school provided the team with documents and artifacts to support the indicator ratings of the Self-Assessment.

The school also conducted surveys of staff, students, and parents. Survey results were used to guide indicator ratings by the team. The number of parent surveys did not meet the desired response rate of 20% of school households and the number of student surveys did not meet the desired response rate of 40%. Nevertheless, the team felt that the perspectives of 145 parents and 414 students were important to include in the analysis.

In general, administrators, staff, parents, and students were candid in their interviews with the team.

In off-site work sessions, the Diagnostic Review team examined artifacts and evidence provided by the institution. During the on-site portion of the review, the team reviewed additional artifacts, collected and analyzed data from interviews, and conducted school and classroom observations.

The Diagnostic Review team met virtually on February 10, 2014 to begin a preliminary examination of institution’s Internal Review Report and determined points of inquiry for the on-site review. Team members arrived in the school system on February 23, 2014 and concluded their work on February 26, 2014.

Institution leaders carried out the Internal Review process as directed, and in keeping with the developed timeline. Stakeholders, including students, parents, and community members were candid in their responses to Diagnostic Review team members.

The Diagnostic Review team conducted interviews with:

Stakeholder Group	Number of Participants
School Leaders*	8
Advisory Council Members	6
Teachers and Support Personnel	46
Parents and Community Members	3
Students	34
TOTAL	97

*includes Educational Recovery Staff

The Diagnostic Review team also conducted classroom observations in 93 classrooms using the Effective Learning Environment Observation Tool (ELEOT). In 13 of these classrooms, multiple certified staff were observed because of co-teaching or other collaborative instructional delivery models. Three teachers assigned to the Project 9 student support program were not observed because they were not working directly with the students at the time of the observation. Eight teachers were unobserved due to absence, a school cancellation due to snow on the third day of the review, or other factors.

Using the evidence collected, the team engaged in dialogue and deliberations concerning the degree to which the institution met the AdvancED Standards and Indicators.

Report on Standards

Bryan Station High School has enjoyed a rapid increase in student achievement over the last two years, rising to the 41st percentile in statewide rankings. By almost every measure of student performance, Bryan Station is improving. The principal has brought a renewed and enthusiastic emphasis on preparing students for college and careers. A variety of unique and exciting programs at Bryan Station (for example, Spanish Immersion, the Information Technology Academy, and the StationARTS magnet program) draw students from across the district, adding to the school's diversity, public reputation, and overall performance.

Besides the emphasis on college and career readiness, the principal has instituted an intervention program that offers remedial support for students who are not meeting performance benchmarks. Budgeting and allocation of resources has become better organized and more transparent. Most stakeholders agree that student discipline at the school has dramatically improved in recent years.

However, despite these gains, vast percentages of students at Bryan Station still have not reached proficiency. Classroom observations suggest that instruction in most classes remains low-level, unengaging, and highly teacher-centered. Few opportunities for differentiation and meaningful, standards-based instruction exist at the school. Many teachers tolerate perpetually disruptive, off-task, and sometimes severe student behaviors.

Perhaps of greatest concern, the principal has failed to establish any meaningful mechanisms to hold all staff accountable for improving their practice to promote higher levels of student achievement. Administrators at the school conduct virtually no impromptu, unannounced classroom visits for monitoring and evaluating instruction. No structures exist to hold teachers accountable for enforcing school wide disciplinary procedures. The administrative team lacks a unified vision or accountability for their duties relative to instructional leadership.

These deficiencies place the sustainability of the school's improvement efforts in grave jeopardy.

Standard 1: Vision and Purpose

- The principal has brought a renewed sense of purpose to the school by passionately emphasizing the importance of student learning in his communication to students, teachers, and parents. The principal is highly visible in hallways and at school events and promotes a positive, student-oriented culture.
- A formal school mission statement that is focused on college and career readiness has been developed. However, the mission statement had limited stakeholder input in its development, and it is not routinely used as a tool for encouraging greater staff unity.
- The lack of accountability for high-quality instruction or high expectations for student behavior severely undermines the integrity of the school's mission and purpose.

Standard 2: Governance and Leadership

- The school's SBDM Council functions at an adequate level and serves as the only meaningful vehicle for stakeholder input and involvement.
- The SBDM Council maintains careful agendas and minutes, but has not instituted a formal process for regularly reviewing and revising its policies in alignment with the school's mission and purpose.
- While the school has improved its efforts to communicate both internally and externally with stakeholders, communication remains inconsistent and one-way. Few mechanisms exist to promote substantive stakeholder input in key decisions. The Design Team represents a notable exception, and its work to develop innovative and collaborative approaches to the master schedule has yielded a proposed bell schedule for the coming year that potentially offers greater opportunities for flexible, differentiated interventions. The Design Team offers a promising model for enhancing comprehensive stakeholder involvement and decision-making.

Standard 3: Teaching and Learning

- Recognizing that instruction at Bryan Station needed to be improved, the principal required all staff to attend professional development on student engagement strategies. Also, with a sizable amount of direction from the Educational Recovery staff, he instituted a "coachthrough" process to encourage teacher use of the strategies using an informal, non-evaluative protocol of classroom visits.
- The principal has established intervention classes to assist students who are not meeting performance benchmarks and a number of specialized programs offer more intensive supports for the neediest students.
- All teachers participate in Professional Learning Communities and routinely engage in collaborative discussions about curriculum, instruction, and assessment of student learning.
- Despite these promising practices, no meaningful mechanisms exist to hold teachers accountable for using research-based strategies or continuing to improve their practice. No method of unannounced walkthroughs exists at Bryan Station and teacher interviews suggest that administrators are rarely present in classes. There is no evidence that school leaders

routinely review formative assessment data or student work, examine unit or lesson plans, or engage in other activities that would ensure greater teacher accountability toward school improvement efforts.

- Observations suggest that teaching in most classrooms overwhelmingly involves teacher-centered instruction with low-level, unengaging tasks that provide little differentiation for individual student needs. While some classrooms are notable exceptions (especially in specialized programs like Spanish Immersion), most classes are characterized by low expectations and learning tasks that are not rigorous.
- Professional development on standards-based assessment has been offered to teachers on a voluntary basis, and most teachers post learning targets associated with their lessons. However, there is little evidence of instruction that is focused on mastery of specific content and skills, feedback on student progress, or multiple opportunities to demonstrate proficiency.

Standard 4: Resources and Support Systems

- The principal has instituted a zero-based accounting system that provides better resource utilization for Bryan Station's state-of-the-art facilities and enrollment of 1,800 students.
- The school provides a number of programs to address the various interests of students. The Fine Arts Academies such as Medical Arts, Technology, Engineering, Aviation, Culinary, and Spanish Immersion are extremely popular among students. Based on the review team's observations and information shared by students during interviews, these programs are equipped with resources that support student learning. It was expressed during student and teacher interviews that non-Fine Arts programs are not consistently provided resources at the same level as the Fine Arts programs.
- The school media center provides a range of media and information resources to support the school's educational programs. The Research and Information Technology labs, Virtual Library, and other resources are consistently used by students and staff on a daily basis. "Trivia Tuesday" and other activities have been implemented to support student learning throughout the school.
- The school's Youth Services Center (YSC) provides a variety of services that help reduce barriers to student learning. Students are provided information about the YSC during pre-registration, freshman orientation, and class visits during first few weeks of school. Some ongoing YSC programs are evaluated for their effectiveness through pre- and post-surveys.
- The school lacks a consistent plan to ensure that all students know how to access services that support the counseling, assessment, referral, educational, and career planning needs of all students. Student and teacher interviews, survey data, and a lack of documentation indicate that not all students are aware of resources available to them or how to advocate for themselves. Students expressed in interviews that there has been progress in this area over the years, but that many students still have to find out information on their own. Students also mentioned that there is limited access to counselors.
- Stakeholder interviews, classroom observations, survey data, and lack of documentation indicate school personnel need to develop and administer a needs assessment in order to implement a technology and professional development plan. According to classroom observations, there were isolated situations where effective use of technology was evident. In

most classes, very little use of digital tools/technology was evident. Staff interviews indicated teachers have limited access to technology that supports student learning, and that more training is needed in this area. In student and staff interviews, information was shared that there is an inconsistent use of technology that supports learning throughout the school. Although there is a SBDM policy on technology, there is no technology plan to acquire and support the use of technology for student learning.

Standard 5: Continuous Improvement

- Bryan Station High School has developed a school improvement plan that reflects a variety of goals around increasing student achievement and college and career readiness.
- Some teachers at Bryan Station regularly review student performance data. A data wall that highlights the progress of specific students toward college and career readiness goals is maintained.
- In PLC sessions, teachers routinely review student achievement data from common assessments and discuss curricular and instructional adjustments, but there is no meaningful linkage between PLC activities and improved teacher effectiveness or student performance.
- Few efforts have been made to create a comprehensive and organized structure for regularly reviewing student progress toward learning goals so that immediate instructional adjustments can be made. With over 800 of the school's 1,800 students in Tier 2 interventions, there is little evidence that teachers are engaging in substantive, classroom level modifications of teaching and learning to accommodate individual student needs.

Bryan Station High School is to be commended for its progress in increasing student achievement, but unless the quality of classroom-level instruction is addressed in a way that holds all teachers and administrators accountable, the school's improvement efforts may not be sustained.

Report on Learning Environment

During the on-site review, members of the Diagnostic Review team evaluated the learning environment by observing classrooms and general operations of the institution. Using data from these observations, the team assessed the quality of instruction and learning that took place classified around seven constructs or environments.

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (ELEOT) measures the extent to which learners are in an environment that is equitable, supportive, well-managed, where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored, feedback is provided by teachers to students, and the extent to which technology is leveraged for learning.

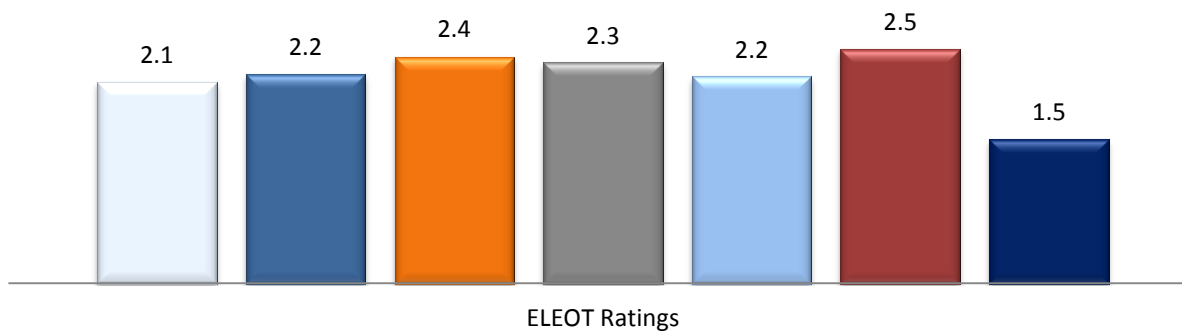
Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Special Review team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4 point scale with 4=very evident, 3=evident, 2=somewhat evident, and 1=not observed.

The 93 classroom observations provided insights into issues surrounding equity, instructional effectiveness, expectations, academic rigor, learning, behavior, technology, etc.

The team used the results of performance and survey data analysis, classroom observations, stakeholder interviews, and examination of artifacts and documents to confirm, refute, substantiate, and/or validate data gathered or provided from other sources including reports or presentations, interviews, various documents and artifacts, student performance data, and stakeholder survey data.

Overall ELEOT Rating

- A. Equitable Learning ■ B. High Expectations ■ C. Supportive Learning
■ D. Active Learning ■ E. Progress Monitoring ■ F. Well-Managed Learning
■ G. Digital Learning



A. Equitable Learning Environment						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
A.1	1.7	Has differentiated learning opportunities and activities that meet her/his needs	57%	23%	15%	5%
A.2	2.7	Has equal access to classroom discussions, activities, resources, technology, and support	7%	32%	49%	13%
A.3	2.5	Knows that rules and consequences are fair, clear, and consistently applied	11%	42%	35%	12%
A.4	1.6	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	63%	20%	14%	3%
Overall rating on a 4 point scale:		2.1				

Equitable Learning Environment Analysis

- Differentiation was evident or very evident in only 20 percent of classrooms. The majority of classrooms employed teacher-centered, whole group instruction as the primary delivery method.
- The extent to which students had equal access to classroom discussions, activities, resources technology, and support was evident or very evident in 62% of classrooms. In most classrooms students had the opportunity to ask questions and participate in discussions that occurred during direct instruction. This indicator was the highest-rated in the Equitable Learning Environment.
- While observations revealed that it was evident or very evident that students knew rules and consequences in 47% of classrooms, teachers were observed giving repeated reminders of behavioral expectations. Teachers were also frequently observed tolerating persistently disruptive off-task behaviors (sleeping, using electronic devices for non-instructional purposes, talking at inappropriate times, arguing with teacher, etc.) suggesting that procedures and expectations for behavior may not be well established in many classrooms.
- Opportunities for students to learn about their own and others' backgrounds/cultures/differences were evident or very evident in only 17% of classrooms.

B. High Expectations						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
B.1	2.4	Knows and strives to meet the high expectations established by the teacher	16%	38%	38%	8%
B.2	2.5	Is tasked with activities and learning that are challenging but attainable	14%	33%	43%	10%
B.3	1.8	Is provided exemplars of high quality work	54%	16%	27%	2%
B.4	2.3	Is engaged in rigorous coursework, discussions, and/or tasks	17%	45%	30%	8%
B.5	2.0	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	32%	41%	21%	7%
Overall rating on a 4 point scale:		2.2				

High Expectations Learning Environment Analysis

- Classroom observations revealed mixed evidence that students knew and were striving to meet high expectations established by the teacher. This indicator was evident/very evident in 46% of classrooms. In some classrooms, students remained disengaged from the lesson the entire length of the observation. Most students were compliant to teacher requests to be seated, listen to instructions, take notes, etc. However, in some classes teachers issued repeated requests before the majority of students complied. Learning targets were posted in many classrooms, although teachers did not consistently draw specific attention to expected learning outcomes for the lesson.
- Students were tasked with learning activities that were challenging but attainable in 53% of classrooms.
- Instances in which students were asked or responded to questions requiring higher-order thinking (e.g., applying, evaluating, synthesizing) were evident/very evident in only 28% of classrooms.
- Students were provided with exemplars of high quality work in 29% of classrooms.
- It was evident/very evident that students were engaged in rigorous coursework and discussion in 38% of classrooms. In some classrooms, low-level bell-ringer activities occupied up to 20 minutes of class time. Most classrooms (included classes designated as “advanced”) were focused on delivering factual information via whole group, teacher-directed instruction. Most questions that teachers directed to students required the recall of information from a previous lesson or from printed material.

C. Supporting Learning						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
C.1	2.5	Demonstrates or expresses that learning experiences are positive	12%	38%	38%	12%
C.2	2.5	Demonstrates positive attitude about the classroom and learning	13%	37%	38%	12%
C.3	2.5	Takes risks in learning (without fear of negative feedback)	15%	32%	45%	9%
C.4	2.6	Is provided support and assistance to understand content and accomplish tasks	15%	29%	40%	15%
C.5	1.9	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	43%	33%	17%	7%
Overall rating on a 4 point scale:			2.4			

Supportive Learning Environment Analysis

- It was evident/very evident that students were provided additional or alternative instruction and feedback at the appropriate level of challenge for their needs in 24% of classrooms. Most lessons required all students to complete the same task in the same way.
- Students demonstrated or expressed that learning experiences were positive in 50% of classrooms. They also demonstrated a positive attitude about the classroom and learning in 50% of classrooms. It was evident/very evident that student were willing to take risks in learning (without fear of negative feedback) in 54% of classrooms.
- Instances in which students were provided support and assistance to understand and accomplish tasks were evident in 55% of classes.
- In co-taught classes, one teacher would often instruct the class while the other observed. Special educator teacher behaviors largely consisted of providing visual and verbal prompts and proximity control. There were limited occasions where special educators provided additional, alterative, individualized, structured instruction and feedback in academics or social skills. In numerous co-taught classes, the number of students with IEPs approached 50% of the class, thus increasing the need for supportive learning strategies.

D. Active Learning						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
D.1	2.3	Has several opportunities to engage in discussions with teacher and other students	27%	25%	35%	13%
D.2	2.0	Makes connections from content to real-life experiences	49%	17%	20%	14%
D.3	2.6	Is actively engaged in the learning activities	10%	36%	38%	16%
Overall rating on a 4 point scale:		2.3				

Active Learning Environment Analysis

- It was evident/very evident that students made connections from content to real-life experiences in 34% of classrooms. There was evidence of real-world connections in less than half of all classes.
- Students had opportunities to engage in discussions with teachers and other students in 48% of classrooms.
- Students were actively engaged in learning activities in 54% of classrooms. However, in some classrooms students appeared to complete low-level tasks.

E. Progress Monitoring						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
E.1	2.2	Is asked and/or quizzed about individual progress/learning	26%	38%	27%	9%
E.2	2.2	Responds to teacher feedback to improve understanding	24%	35%	35%	7%
E.3	2.2	Demonstrates or verbalizes understanding of the lesson/content	23%	35%	39%	3%
E.4	2.0	Understands how her/his work is assessed	37%	32%	26%	5%
E.5	2.2	Has opportunities to revise/improve work based on feedback	34%	26%	30%	10%
Overall rating on a 4 point scale:		2.2				

Progress Monitoring Learning Environment Analysis

- Classroom observations suggest that teachers are frequently missing opportunities to actively engage students in evaluating their own progress toward learning targets with ongoing revisions to their work until mastery is demonstrated. It was evident/very evident that students understand how their work is assessed in 31% of classrooms.
- Students were asked and/or quizzed about individual progress in 36% of classrooms.
- It was evident/very evident that students responded to teacher feedback to improve understanding in 42% of classrooms. Students also demonstrated or verbalized understanding of lesson/content in 42% of classrooms.
- Student revision of work was evident/highly evident in only 40% of classes.

F. Well-Managed Learning						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
F.1	2.6	Speaks and interacts respectfully with teacher(s) and peers	8%	39%	36%	17%
F.2	2.6	Follows classroom rules and works well with others	10%	37%	37%	16%
F.3	2.4	Transitions smoothly and efficiently to activities	24%	28%	33%	15%
F.4	2.0	Collaborates with other students during student-centered activities	43%	21%	27%	9%
F.5	2.7	Knows classroom routines, behavioral expectations and consequences	10%	30%	45%	15%
Overall rating on a 4 point scale:		2.5				

Well-Managed Learning Environment Analysis

- It was evident/very evident that students knew classroom routines, behavioral expectations, and consequences in 60% of classrooms. However, many students appeared to acknowledge classroom rules, but complied only after repeated teacher reminders, if at all.
- While there were isolated examples of well-managed, highly-engaging classrooms, many were characterized by persistently disruptive, off-task student behaviors, and in some cases open defiance of established classroom rules and expectations. It was evident/very evident that students spoke and interacted respectfully with teachers and peers in 53% of classrooms. Students also followed classroom rules and worked well with others in 53% of classrooms.
- It was evident/very evident that students transitioned smoothly and effectively in 48% of classrooms. In some classrooms, significant instructional time was lost due to poor transitions.

G. Digital Learning						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
G.1	1.8	Uses digital tools/technology to gather, evaluate, and/or use information for learning	53%	27%	10%	10%
G.2	1.5	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	73%	15%	4%	8%
G.3	1.3	Uses digital tools/technology to communicate and work collaboratively for learning	84%	8%	3%	5%
Overall rating on a 4 point scale:		1.5				

Digital Learning Environment Analysis

- The Digital Learning Environment received the lowest rating of the seven environments.
- Instances of students using digital tools or technology to:
 - Communicate and work collaboratively for learning were evident/very evident in only 8% of classrooms.
 - Conduct research, solve problems, and/or create original works for learning were evident/very evident in only 12% of classrooms.
 - Gather, evaluate, and/or use information for learning were evident/very evident in only 20% of classrooms.
- Observations suggested that, with a few exceptions, technology was used almost exclusively for teacher presentations.

Improvement Priorities

	Improvement Priority
3.1	Establish and consistently implement curriculum and learning experiences in all courses that are vertically and horizontally aligned based on high learning expectations for all students. Ensure that instruction is individualized and differentiated, through a more effective system for monitoring and developing instructional strategies, in order for all students to be prepared for success at the next level.
	Rationale

Student Performance Data

- The 2012-13 School Report Card shows:
 - At 38.1%, the percentage of students who were college and career ready did not meet the school's delivery target of 46.8%.
 - The school did not meet its graduation rate goal.
 - 38% of 10th grade students performed at Proficient or Distinguished levels in writing.
 - 40.6% of 10th grade students performed at Proficient or Distinguished levels in Language Mechanics.
 - 62.3% of 11th grade students performed at Proficient or Distinguished levels in writing.
 - Percentages of students performing at Proficient and Distinguished levels on End-of- Course exams were:
 - English II - 51.8%
 - Algebra II - 31.5%
 - Biology - 24.5%
 - U.S. History - 45%
 - According to the program's counselor, 84% of current seniors in the Spanish Immersion Program are scoring in the top 25th percentile on the ACT.

Classroom Observation Data

- Classroom observation data does not indicate that the school has been effective in ensuring that highly effective instructional strategies are systematically used.
 - The Equitable Learning Environment received an overall rating of 2.1 on a 4 point scale. Instances of students having equal access to classroom discussions, activities, resources, technology, and support were evident/very evident in only 62% of classrooms.

- The High Expectations Environment received an overall rating of 2.2 on a 4 point scale. The lowest rating of 1.8 for this environment was for the indicator “Is provided exemplars of high quality work,” indicating that students are very seldom provided exemplars. The indicator “Is asked and responds to questions that require higher-order thinking” was rated 2.0, indicating students are infrequently questioned at a level requiring application, evaluation, or synthesis.

Stakeholder Survey Data

- Staff, student, and parent survey data indicate that 30-40% of stakeholders cannot confirm that the school offers a challenging curriculum and learning experiences:
 - 66.43% of students agree or strongly agree with the statement, “My school provides me with challenging curriculum and learning experiences,” suggesting that about a third of students are neutral or disagree that the school’s curriculum and learning experiences are challenging.
 - 52.25% of students agree or strongly agree with the statement, “My school prepares me to deal with issues I may face in the future,” indicating that nearly half of the students are ambivalent or do not feel prepared to cope with future educational issues.
 - 67.21% of parents agree or strongly agree with the statement, “All of my child’s teachers provide an equitable curriculum that meets her/her learning needs,” suggesting that a third of parents are ambivalent or dissatisfied that the school provides an equitable curriculum that meets their child’s learning needs.
 - 67.21% of parents agree or strongly agree with the statement, “All of my child’s teachers give work that challenges my child,” indicating that one-third of parents are ambivalent or disagree that their child’s teachers provide a challenging curriculum.
 - 59% of staff agree or strongly agree with the statement, “In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking and life skills,” suggesting that more than 40% of staff cannot confirm the existence of this learning condition in the school.

Stakeholder Interviews, Document and Artifact Review

- Interviews with students indicate that instructional emphasis is based on improving test scores rather than preparing them for success at the next level.
- PLC agendas listed analysis of data and lesson planning as topics to be addressed. However, there was limited evidence to indicate this analysis is actually taking place on a regular and recurring basis. Some PLCs did address content planning of common lessons.
- Student interviews revealed that general education students experienced a variety of instructional strategies in some classes, but in other classes worksheets and teacher-directed instruction were more common.
- Student interviews indicated that students participating in special programs (Information Technology and Spanish Immersion) experienced a variety of instructional strategies in all their classes.

- Student interviews indicated that teachers post daily agendas.
- 84% of the current seniors in the Spanish Immersion Program are scoring in the top 25th percentile on the ACT.
- 30-60-90 day plans were updated, but there was little to no evidence that they are regularly checked for implementation.
- There was no evidence indicating that there is a plan to promote writing across the curriculum.
- Artifacts indicate that there is a senior transition survey, but there was no evidence to indicate that there is someone following up with seniors after they leave Bryan Station.
- The artifacts included the CSIP, which indicated that there are required interventions for students not meeting benchmarks.
- Stakeholders indicate that there is ESS for students who need additional help.
- The course directory has courses listed for all programs and all classes.

Indicator	Improvement Priority
3.4	Develop a formal system whereby school leaders consistently monitor instructional practices and behavioral expectations in all classrooms to ensure to ensure student success.
Rationale	

Student Performance Data:

- The school's 2013 overall achievement score is 54.2, which is below district and state averages.
- The school's 2013 overall gap score is 31.2, which is below district and state averages.
- Student performance data for 2012 and 2013 indicates the percent of students making typical growth in reading decreased by 1.3%. In 2012, 58% of students made typical growth in reading. In 2013, 56.7% of students made typical growth in reading, which is below district and state averages.
- Student performance data for 2012 and 2013 indicates the percent of students making typical growth in mathematics decreased by 0.3%. In 2012, 55.9% of students made typical growth in mathematics. In 2013, 55.6% made typical growth in mathematics, which is below district and state averages.

Classroom Observation Data

- Observations suggest that relatively low-level, teacher-driven instruction is the norm across most classes. Mean ratings for Equitable Learning (2.1), High Expectations (2.2), Supportive Learning (2.4), Active Learning (2.3), Progress Monitoring (2.2), Well-Managed Learning (2.5), and Digital Learning (1.5) environments suggest that there are widespread, unaddressed

inconsistencies in the quality of classroom instruction and expectations for student learning and behavior.

Stakeholder Survey Data

- 63.81% of staff agree or strongly agree with the statement, “Our school’s leaders regularly evaluate staff members on criteria designed to improve teaching and learning,” suggesting that about a third of the staff are unsure or disagree.
- 48% of staff agree or strongly agree with the statement, “Our school’s leaders ensure all staff members use supervisory feedback to improve student learning,” suggesting that this practice may not be consistently applied across the school.
- On the TELL survey, only 26% of staff indicated that administration enforces the rules for student behavior.
- On the TELL survey, only 31% of the staff agreed that teachers enforce the rules for student behavior.

Stakeholder Interviews, Document and Artifact Review

- Staff interviews reported that failure to regularly evaluate the effectiveness of programs and initiatives for improvement has resulted in a lack of positive outcomes for teaching and learning.
- Staff interviews revealed that there is a need for increased follow-through by the principal in holding staff and students accountable for expectations.
- In staff interviews, teachers indicated a lack of frequent and/or regular administrative presence in their classrooms.
- The review of PLC meeting agendas and minutes did indicate that some members of school staff in some content areas meet collaboratively to discuss student achievement data. There was no uniformity in the documentation, which suggests that there has been no common training in the use of PLC processes or protocols.
- Interviews revealed evidence that some PLCs are relatively high functioning. In particular, both science and social studies teachers shared the spreadsheets of student achievement data that they use as a focus for their PLC meetings. Standardization of similar data collection methods and processes would strengthen the PLC process throughout the school.
- The document review included many templates, summaries, and schedules regarding walkthroughs. All of these appear to be from the 2012-13 school year. Interviews with administrators and teachers indicate that walkthroughs are no longer occurring at the school.
- In the current school year (2013-14), administrators and Education Recovery Specialists/Leaders are participating in a “coachthrough” process that focuses on student engagement strategies. There was no evidence that these coachthroughs provide actionable information to teachers and administrators relative to the school’s values and beliefs about teaching and learning, the

approved curriculum, student learning, or the use of content-specific standards of professional practice.

- Additionally, teacher interviews revealed that the pre- and post- meeting protocol is not always followed for coachthrough visits.

Indicator	Improvement Priority
3.6	Design and implement a school instructional process that consistently and clearly informs students of learning expectations, uses exemplars to guide and inform students, includes the use of formative and other assessments to guide modification of instruction and possible interventions, and provides students with specific and timely feedback.
Rationale	

Student Performance Data:

- The school's 2013 overall achievement score is 54.2, which is below district and state averages.
- The school's 2013 overall gap score is 31.2, which is below district and state averages.
- Student performance data for 2012 and 2013 indicates the percent of students making typical growth in reading decreased by 1.3%. In 2012, 58% of students made typical growth in reading. In 2013, 56.7% of students made typical growth in reading, which is below district and state averages.
- Student performance data for 2012 and 2013 indicates the percent of students making typical growth in mathematics decreased by 0.3%. In 2012, 55.9% of students made typical growth in mathematics. In 2013, 55.6% made typical growth in mathematics, which is below district and state averages.

Classroom Observation Data

- The High Expectations Learning Environment received an overall rating of 2.2 on a 4 point scale. The indicator "Is provided exemplars of high quality work" received a score of 1.8, the lowest for this environment, indicating that high quality exemplars are very seldom provided. It was evident/very evident that students knew and were striving to meet high expectations established by the teacher in 46% of classrooms.
- The Progress Monitoring and Feedback Learning Environments both received overall ratings of 2.2 on a 4 point scale. Ratings for the indicators "Responds to teacher feedback to improve understanding" and "Demonstrates or verbalizes understanding of the lesson/content" were both 2.2, suggesting that students are seldom responding to feedback and verbalizing understanding of the content.
- Classroom observations suggest that the school's instructional process mostly involves whole-group, teacher-centered worksheet dissemination. Some classrooms posted "I can" statements reflective of learning expectations and most classrooms posted agendas of daily activities. The review team observed no modification of instruction to meet student needs, teachers using

single instructional methods, and little to no student feedback about their learning.

- Few teachers provided exemplars of student work or modeling to guide and inform students.

Stakeholder Survey Data

- 61.70% of students agree or strongly agree to the statement, "All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed."
- In surveys, 64.77% of students agree or strongly agree with the statement, "All of my teachers explain their expectations for learning and behavior so I can be successful."
- 70.45% of students agree or strongly agree with the statement, "All of my teachers use tests, projects, presentations, and portfolios to check my understanding of what was taught."
- 65.72% of students agree or strongly agree with the statement, "All of my teachers provide me with information about my learning and grades."
- 63.11% of parents agree or strongly agree with the statement, "My child is given multiple assessments to measure his/her understanding of what is taught."
- 56% of teachers agree or strongly agree with the statement, "All teachers in our school use a process to inform students of their learning expectations and standards of performance."

Indicator	Improvement Priority
3.7	Design and implement a mentoring and coaching program for all staff that supports instructional improvement consistent with the school's values and beliefs about teaching and learning. Ensure that the program sets high expectations and helps to ensure the systematic use of highly effective instructional practices across the school.
Rationale	

Stakeholder Survey Data

- 49.02% of staff agree or strongly agree with the statement, "In our school, staff members provide peer coaching to teachers."
- 53.92% of staff agree or strongly agree with the statement, "In our school, a formal process is in place to support new staff members in their professional practice."

Stakeholder Interviews, Document and Artifact Review

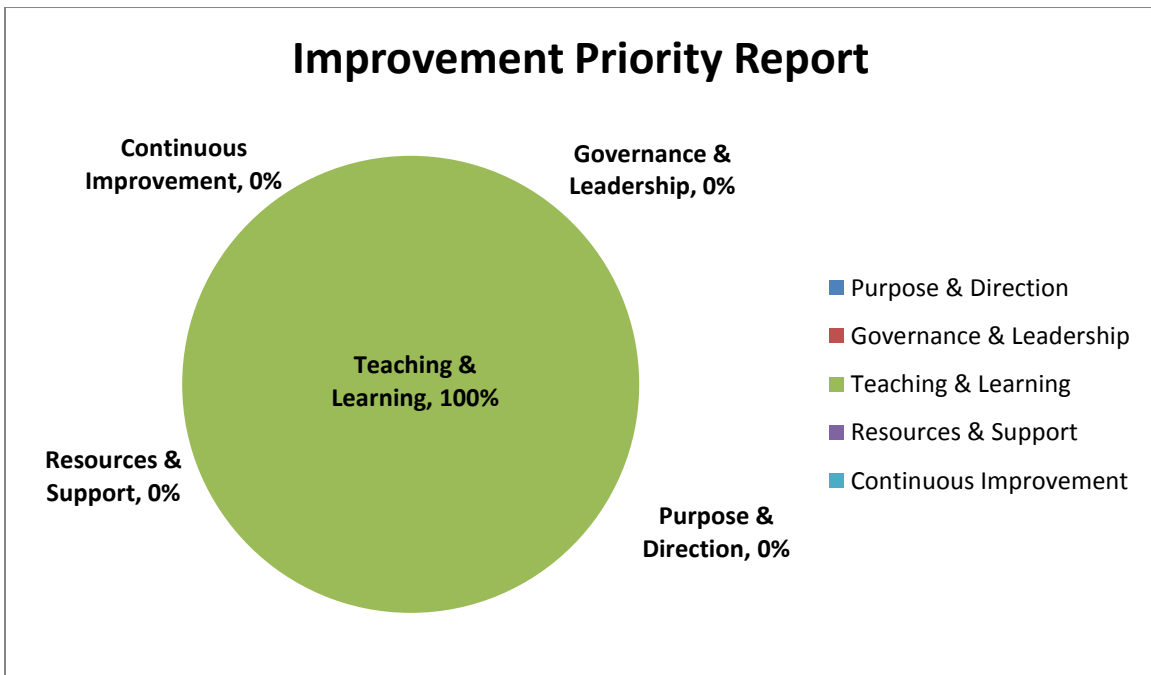
- Staff interviews indicated that there is no formal mentoring program in place at Bryan Station High School. This information is confirmed by the school's Executive Summary, which stated that there is a 20% turnover in staff annually and veteran teachers are no longer willing to serve as mentors to new staff members.

Part III: Addenda

Indicator Assessment Report		
<i>Indicator</i>	<i>School Rating</i>	<i>Review Team Rating</i>
1.1	3	2
1.2	3	2
1.3	3	2
2.1	3	2
2.2	3	3
2.3	3	3
2.4	3	3
2.5	2	2
2.6	3	2
3.1	2	1
3.2	2	2
3.3	3	2
3.4	2	1
3.5	2	2
3.6	2	1
3.7	2	1
3.8	2	2
3.9	2	2
3.10	1	2
3.11	2	2
3.12	2	2
4.1	2	3
4.2	2	3
4.3	2	3
4.4	3	3
4.5	2	2
4.6	2	3
4.7	2	2
5.1	3	3
5.2	3	3
5.3	2	2
5.4	2	2
5.5	2	2

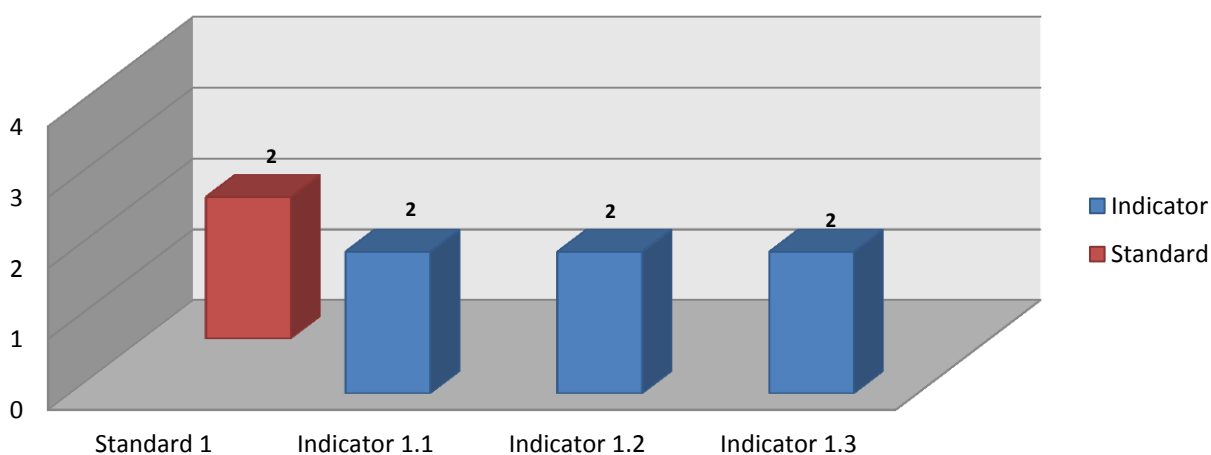
Diagnostic Review Visuals

Percentage of Standards identified as
Improvement Priorities

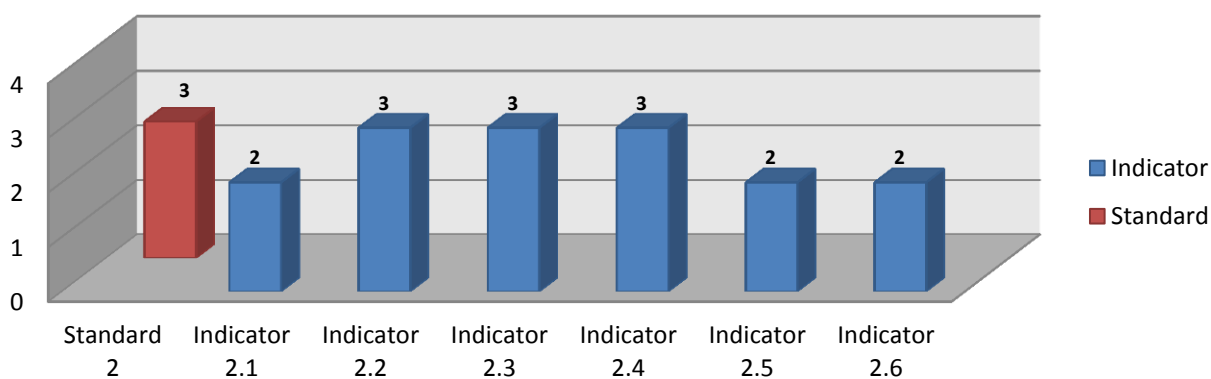


Average ratings for each
Standard and its Indicators

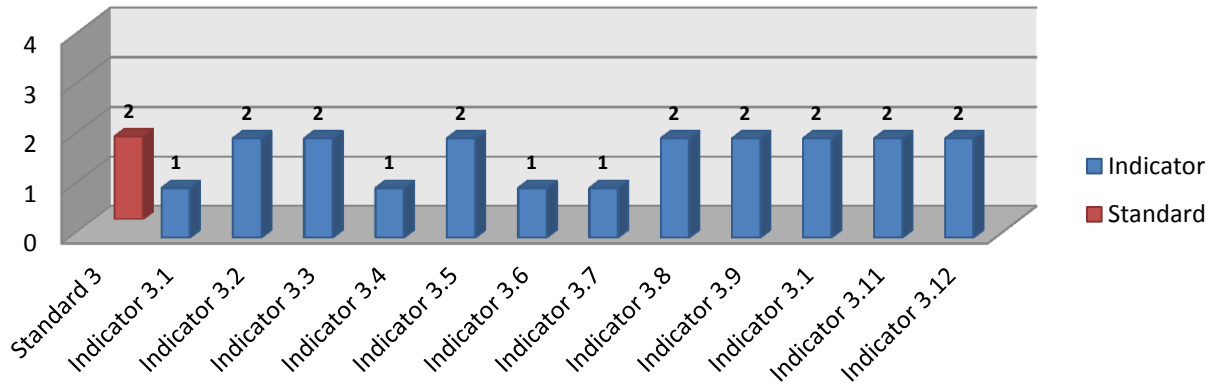
Standard 1: Purpose and Direction



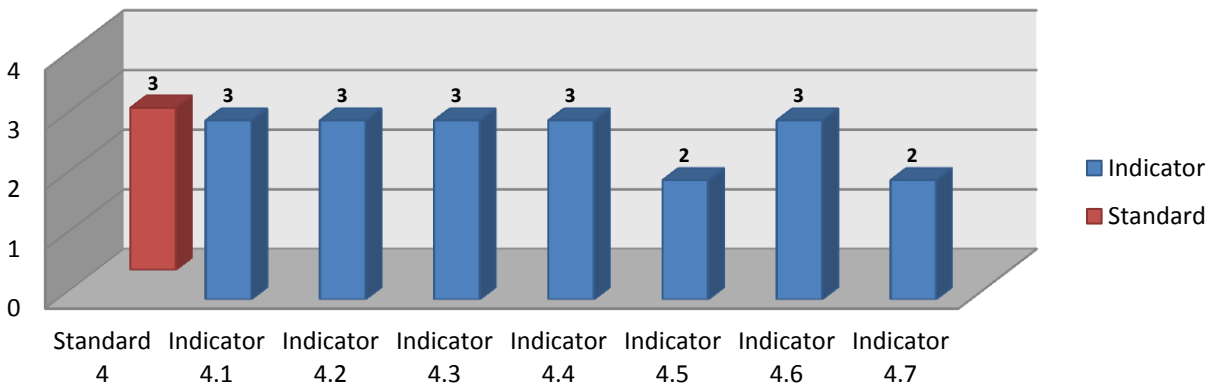
Standard 2: Governance and Leadership



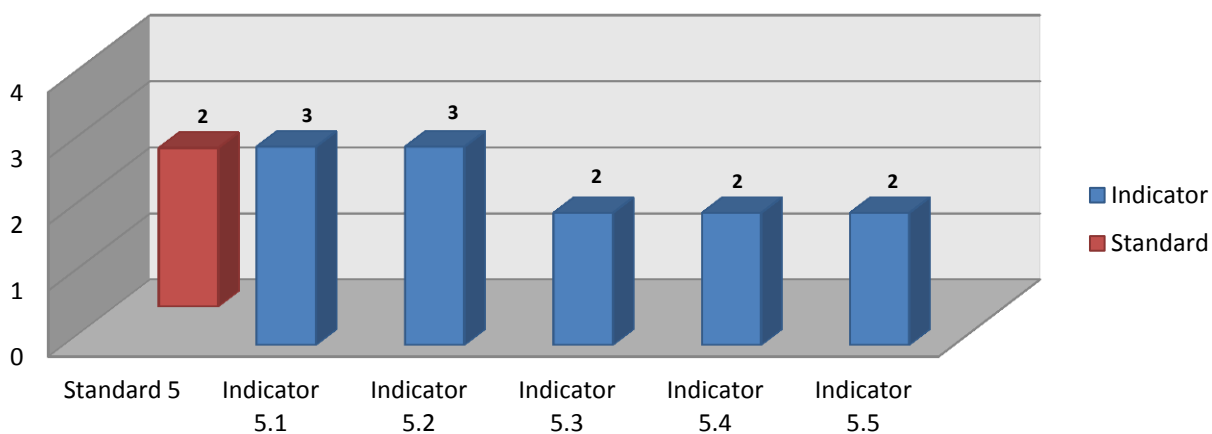
Standard 3: Teaching and Learning



Standard 4: Resources and Support



Standard 5: Continuous Improvement



2014 Leadership Assessment/Diagnostic Review Addendum

Deficiency 1: The principal has not ensured that communication among stakeholders is clear, timely, and interactive.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
X	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School Evidence.

- Communication Plan has been developed and partially implemented
- Principal's weekly newsletter, *The Defender Dish*, is in place
- School weekly newsletter, *The Scoop*, is in place
- PLC minutes and agendas are posted weekly in SharePoint
- SBDM Agenda and minutes are up-to-date and posted on the school web site

School comments:

Team evidence:

- Communication plans
- Website
- Principal's communication to stakeholders (Scoop, Defender Dish, etc.)
- Stakeholder interviews
- Stakeholder surveys

Team comments:

The principal has worked with faculty to initiate a communication plan that details outlets for communication, and to develop a schedule and structure by which key school activities are communicated to all stakeholders. Several other communication tools have been created to communicate about weekly events at the school and important reminders (for example, *The Scoop* and *the Defender Dish*), available in both English and Spanish. These forms of communication are regularly posted on the school website.

However, little effort has been made to solicit two-way communication from parents. Communication is primarily in electronic formats, which may not serve the needs of families who do not have internet access. Forty-two percent of parents surveyed were neutral or disagreed that "Our school communicates effectively about the school's goals and activities." Staff interviews revealed frustration about inconsistencies in communication regarding day-to-day school activities.

While teachers have been assigned to committees, there is no mechanism for monitoring the work of those committees. Committees are not required to meet on a regular basis, develop agendas to guide

their work, or record minutes.

Deficiency 2: The principal has not held all school leaders and teachers accountable for their role in school improvement.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
X		This deficiency has been partially addressed.
	X	There is little or no evidence of improvement with regard to this deficiency.

School evidence:

- Sign-in sheet for duties
- PLC Monitoring Form
- Administrative Team duty flow chart developed and implemented
- Associate Principals must turn in weekly organizer with their schedule
- Weekly Administrative Team Meeting
- Associate Principals required to complete all discipline weekly
- Coachthroughs conducted by all administrators on a regular basis and feedback given to teachers
- PLC lead meetings established
- Program Review committees established and implemented
- PBIS implemented (Behavior PowerPoints, top 5, tardy policy, teacher supervision)

School comments:

Team evidence:

- Walkthroughs, coachthrough documentation
- Supervision and evaluation documentation
- Stakeholder surveys
- Stakeholder interviews
- Classroom observations

Team comments:

The principal has required all teachers to participate in training on student engagement strategies and established a “coachthrough” system by which teachers can receive informal, non-evaluative feedback from administrators regarding their use of these strategies. All teachers have been assigned to committees. An organizational chart has been established that details the roles and responsibilities of various administrators. A PLC leaders’ meeting is held monthly to provide greater consistency of implementation across PLCs. Recently, administrators have been assigned to attend PLC meetings and monitor their activities. A PLC monitoring form was developed to document administrator oversight of PLC activities, but is not consistently completed or filed in a central location. The administrative team (principal, assistant principal, and deans) meets weekly.

However, observations, stakeholder interviews, and artifact reviews suggest that accountability remains

a major concern for this school. Interviews with administrators and teachers reveal that school leaders almost never visit classrooms on an impromptu, unannounced basis. Observations reveal significant inconsistencies in the quality of classroom instruction. A handful of teachers demonstrate rigorous, engaging instruction, but most classrooms are characterized by low-level, unengaging, teacher-centered instruction. Likewise, teachers and staff are highly inconsistent in maintaining behavioral expectations for all students. Low-level but persistently disruptive, off-task student behaviors are tolerated in many classrooms. Interviews and artifact reviews indicate significant variation in the quality of PLC activities. PLC leader meetings are facilitated by the Educational Recovery Leader, rather than the principal, and no administrator is held accountable for their PLC monitoring activities or other instructional leadership duties.

Deficiency 3: The principal has not established an effective intervention system to meet the needs of students who need additional assistance.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
X	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School evidence:

- Literacy and math intervention classes are in place
- Algebra III and college prep math intervention for seniors who are not CCR
- ALEKS and Fast ForWord implemented
- New computer lab created to facilitate intervention classes
- CCR coach, Data Coach, and Behavior Coach positions created

School Comments:

Team evidence:

- Intervention documentation
- Stakeholder interviews
- Observations

Team comments:

The principal has established an intervention system by which students are identified for additional supports based primarily on EXPLORE, PLAN, and ACT scores. Some interviews indicate that students are also identified for interventions based on MAP scores and aimsweb. Students below benchmark on these assessments (approximately 800 of the school's 1,800 students) attend a literacy and/or math intervention course for elective credit. Programming for these courses is based on a combination of computer programs (ALEKS, Fast ForWord) and teacher-developed learning materials. Stakeholder interviews indicate that many students are well-versed in the language of college and career readiness and understand the criteria used to establish their readiness status and how to improve it.

Some students are able to exit from intervention courses (Tier 2) by demonstrating mastery in specific standards, while others remain for the entire year. Some stakeholder interviews indicate the hope that the proposed “modular” schedule, slated for implementation next year, will provide an opportunity for more flexible, mastery-based interventions.

Stakeholder interviews suggest that no meaningful system of Tier 1 (classroom-level) interventions currently exists. Classroom observations revealed few examples of meaningful differentiation based on student readiness, interest, or progress toward specific learning targets. While artifacts and interviews suggest that some PLCs spend time reviewing student formative assessment data, there is limited evidence that teachers make immediate instructional adjustments based on such data review. Forty-five percent of students who responded to a survey were neutral or disagreed with the statement, “My school motivates me to learn new things.” Forty-eight percent were neutral or disagreed that, “My school provides learning services for me according to my needs.” Sixty-four percent of students were neutral or disagreed that, “All of my teachers change their teaching to meet my learning needs.”

Deficiency 4: The principal has not established systems to monitor, evaluate, and modify the use of all resources.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X	X	This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School evidence:

- Budget established
- Departments are allocated resources based on need and required to spend on current school year (partial implementation of zero based accounting)
- Title I and SIG budgets are developed and implemented based on student and teacher needs

School comments:

Team evidence:

- Budget reports
- Stakeholder interviews
- Stakeholder surveys
- SBDM Agendas and Minutes

Team comments:

The principal has instituted a system of zero-based accounting through which departments identify student needs for the coming year and request funding based on those specific needs. The SBDM Council reviews and approves budget reports and field trip requests. Teachers and departments may

request and be awarded additional funding for specific student needs at the discretion of the principal. No budget committee currently exists to provide stakeholder involvement in the approval of budget requests above the yearly departmental budget allotments. No school-level technology plan exists to provide a comprehensive needs assessment or long-range plan for the allocation of resources. Few systems exist to monitor and evaluate the effectiveness of programs or resource expenditures.

Deficiency 5: The principal has not established one comprehensive behavioral management plan.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X		This deficiency has been addressed satisfactorily.
	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School evidence:

- PBIS implemented
- Duty schedules for teachers and sign-in sheets
- Bus loading process modified
- Electronic Referral System
- Cafeteria monitoring system in place
- Referrals completed each week by associate principals

School comments:

Team evidence:

- Stakeholder surveys
- PBIS documentation
- Stakeholder interviews
- Classroom observations

Team comments:

An electronic system of disciplinary referrals, while underutilized by administrators, has simplified the processing of referrals. Discipline data suggests that suspensions and referrals have been reduced. Stakeholder interviews suggest the overall school climate has markedly improved.

A Positive Behavior and Instructional Supports (PBIS) team has been established to develop school wide expectations for student conduct, set goals, track data toward reducing the total number of disciplinary referrals, and promote a positive, student-centered learning culture. Documentation suggests the PBIS team meets regularly, developments and disseminates school wide expectations for student behavior, monitors disciplinary data, and communicates results to teachers with encouragement to help further meet the goals of reducing disciplinary infractions and encouraging positive student behavior.

However, classroom observations suggest that many teachers tolerate ongoing, low-level, off-task student behaviors that are disruptive to the learning environment. In some cases, student behaviors

were disrespectful and severe. Observations of commons areas indicated a significant amount of student traffic in hallways during class periods. Teacher and administrator interviews confirmed that some teachers do not regularly appear for assigned supervisory and hall-sweep duties. Observations revealed a high number of disruptions to instructional time by way of phone calls to the classroom, visitors at the door, and student requests to leave the room.

No system exists to hold all staff accountable for enforcing agreed-upon, school wide behavioral expectations. Eighty-four percent of students responding to a survey were neutral or disagreed that, "In my school, students treat adults with respect."

Deficiency 6: The principal has not ensured classroom practices are effective.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
X		This deficiency has been partially addressed.
	X	There is little or no evidence of improvement with regard to this deficiency.

School evidence:

- Coachthrough process for monitoring implementation of KAGAN cooperative strategies (engagement) in all classrooms
- TPGES modules being used to inform teachers of new evaluation process
- Regular evaluation according to FCPS policies

School comments:

Team evidence:

- PD documentation
- Stakeholder survey
- Walkthrough and coachthrough documentation
- Classroom observations
- Stakeholder interviews

Team comments:

As noted above, the principal has required all teachers to participate in training on student engagement strategies and established a "coachthrough" system by which teachers can receive informal, non-evaluative feedback from administrators regarding their use of these strategies.

However, observations, stakeholder interviews, and artifact reviews suggest that school leaders almost never visit classrooms on an impromptu, unannounced basis. Observations reveal significant inconsistencies in the quality of classroom instruction. A handful of teachers demonstrate rigorous, engaging instruction, but most classrooms are characterized by low-level, unengaging, teacher-driven instruction. Likewise, teachers and staff are highly inconsistent in maintaining behavioral expectations for all students. Low-level but persistently disruptive, off-task student behaviors are tolerated in many

classrooms.

The 2011 Leadership Assessment recommended that “The principal should hold himself, his associates, certified non-teaching staff members, and teachers accountable for advancing student achievement. He should maximize the evaluation process to ensure ongoing monitoring and support is provided to teachers and nonteaching certified staff members to promote instructional improvements and student achievement.” The 2014 review team finds little to no evidence that this deficiency has been addressed.

Diagnostic Review Team Schedule**Bryan Station High School Diagnostic Review****SUNDAY, FEBRUARY 23, 2014**

Time	Event	Where	Who
3:00 p.m.	Hotel Check-in		Diagnostic Review Team Members
4:00 p.m. -5:30 p.m.	Orientation and Planning Session	Hotel Conference Room	Diagnostic Review Team Members
5:30 p.m. – 6:30 p.m.	Dinner		Diagnostic Review Team Members
6:30 p.m. – 9:30 p.m.	Team Work Session #1 Reviewing Internal Review documents and determining initial ratings all indicators	Hotel Conference Room	Diagnostic Review Team Members

MONDAY, FEBRUARY 24, 2014

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
8:15 a.m.	Team arrives at school	Office	Diagnostic Review Team Members
8:35 – 10:00 a.m.	<p>Standards Presentation and Principal Interview - Questions/topics to be addressed:</p> <p>1. Vision, i.e., where has the school come from, where is the school now, and where is the school trying to go from here?</p> <p><u>This presentation should specifically address the findings from the Leadership Assessment Report completed two years ago. It should point out the impact of school improvement initiatives begun as a result of the previous Leadership Assessment, and it should provide details and documentation as to how the school has improved student achievement as well as conditions that support learning.</u></p> <p>2. Overview of the School Self-Assessment - review and explanation of ratings, strengths and</p>	Conference room	All diagnostic review team members

	<p>opportunities for improvement.</p> <p>3. How did the school and system ensure that the Internal Review process was carried out with integrity at the school level?</p> <p>4. What has the school and system done to evaluate, support, monitor and ensure improvement in student performance as well as conditions that support learning?</p> <p>5. What has been the result of school/system efforts at the school? What evidence can the school present to indicate that learning conditions and student achievement have improved?</p>		
10:30– 3:30 p.m.	Begin school and classroom observations and interviews	Classrooms	Diagnostic Review Team Members
3:30 p.m.	Team returns to hotel		Diagnostic Review Team Members
5:30 – 6:30 p.m.	Dinner	TBD	Diagnostic Review Team Members
6:30 – 10:00 p.m.	<p>Evening Work Session #2</p> <ul style="list-style-type: none"> Review findings from Monday Team members working in pairs re-examine ratings and report back to full team Discuss potential Powerful Practices, Opportunities for Improvement, and Improvement Priorities at the standard level (indicator specific) Begin drafting report <p>Prepare for Day 2</p>	Hotel conference room	Diagnostic Review Team Members

TUESDAY, FEBRUARY 25, 2014

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
8:15 a.m.	Team arrives at school		Diagnostic Review Team Members
8:30 – 11:45	School and classroom observations and review of artifacts		Diagnostic Review Team members (working in pairs or as individuals)
11:45 a.m.-12:30 p.m.	Lunch & team debriefing		Diagnostic Review

			Team Members
12:30 – 3:30 p.m.	School and classroom observations Artifacts review Complete interviews as necessary		Diagnostic Review Team Members (working in pairs or as individuals)
5:30 – 6:30 p.m.	Dinner		Diagnostic Review Team Members
6:30 – 10:00 p.m.	<p>Evening Work Session #3</p> <ul style="list-style-type: none"> Review findings from Tuesday Team deliberations to determine or confirm indicator ratings Discuss specific language or wording in all Opportunities for Improvement, Powerful Practices, Opportunities for Improvement to ensure the team has reach consensus regarding these findings. Tabulate Learning Environment ratings <p>Team member discussion:</p> <ul style="list-style-type: none"> Themes that have emerged from an analysis of the standards and indicators, identification of Powerful Practices, Improvement Priorities. <p>Themes that emerged from the Learning Environment evaluation including a description of practices and programs that the institution indicated should be taking place compared to what the team actually observed. Give generic examples (if any) of poor practices and excellent practices observed. (Individual schools or teachers should not be identified.)</p>	Hotel Conference Room	Diagnostic Review Team Members

WEDNESDAY, FEBRUARY 26, 2014

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
8:00 a.m. – 10:30 a.m.	Kentucky Department of Education Leadership Determination Session	Hotel	Diagnostic Review Team Members
10:30 am. – 2:30 p.m.	<p>Final Team Work Session with Working Lunch</p> <ul style="list-style-type: none"> Final ratings for standards and indicators 	Hotel (Final work session conducted at hotel due to snow day at the	Diagnostic Review Team Members

	<ul style="list-style-type: none"> • Powerful Practices (indicators rated at 4) • Opportunities for Improvement (indicators rated at 2) • Improvement Priorities (indicators rated at 1 or 2) • Summary overview for each standard • Learning Environment narrative • Conduct final interviews by phone • Complete Kentucky Leadership Assessment 	school)	
2:30 – 3:00 p.m.	<p>Exit Report with the principal</p> <p>The Exit Report will be a brief meeting for the Lead Evaluator and team members to express their appreciation for hosting the on-site review to the principal. All substantive information regarding the Diagnostic Review will be delivered to the principal and system leaders in a separate meeting to be scheduled later.</p> <p><u>The Exit Report will not be a time to discuss the team's findings, ratings, individual impressions of the school, make evaluative statements or share any information from the Diagnostic Review Team report.</u></p>	School	Diagnostic Review Team

About AdvancED

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, along with the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (founded in 1917) joined NCA CASI and SACS CASI as part of AdvancED. AdvancED is the world's largest education community, representing 30,000 public and private schools and systems across the United States and in 75 countries worldwide and educating 16 million students. The Northwest Accreditation Commission joined the AdvancED network in 2011.

Today, NCA CASI, NWAC, and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, NCA CASI, NWAC, and SACS CASI share research-based accreditation standards that cross state, regional, national, and international boundaries. Accompanying these standards is a unified accreditation process designed to help educational institutions continuously improve.

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School Diagnostic Review Summary Report

Bryan Station High School

Fayette County Public Schools

2/23/2014 – 2/26/2014

The members of the Bryan Station High School Diagnostic Review Team are grateful to the district and school leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

Pursuant to KRS 160.346, the Diagnostic Review Team has examined extensive evidence and arrived at the following recommendations:

Principal Authority:

The principal does have the ability to lead the intervention and should remain as principal of Bryan Station High School to continue his roles and responsibilities established in KRS 160.345.

Council Authority:

School council of Bryan Station High School does have the ability to continue its roles and responsibilities established in KRS 160.345.

I have reviewed the recommendations of the Diagnostic Review Team and adopt them as my determination pursuant to KRS 160.346.

Commissioner, Kentucky Department of Education

_____ Date: _____

I have received the diagnostic review report for Bryan Station High School.

Principal, Bryan Station High School

_____ Date: _____

Superintendent, Fayette County Public Schools

_____ Date: _____